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# UAS 2023-24 Planning & Budgeting Timeline & Documents

## Timeline & documents

<table>
<thead>
<tr>
<th>Document</th>
<th>Description / notes</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>Budget confirmation with Associate Provost on May 10.</td>
<td>May 18</td>
</tr>
<tr>
<td>FY 23 Annual report</td>
<td>Annual report and planning goals confirmation on May 10.</td>
<td>May 18</td>
</tr>
<tr>
<td>FY 24 Planning document</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning section titled “Major objectives for FY24”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBC requests</td>
<td>Overview on May 10.</td>
<td>April 17 – dept due date, May 11 – AVP due date</td>
</tr>
<tr>
<td>SBC accountability report (3rd)</td>
<td>See Budget Document Accountability Reports – select SBC AR 3rd submission</td>
<td>June 15</td>
</tr>
</tbody>
</table>


Annual Report

1. Alignment with university strategic plan
2. Report on UAS goals:
   a. Facilitate institutional assessment efforts
      • Coordinate general education outcomes assessment
      • Expand alumni outcomes research
      • Provide evidence for institutional accreditation (HLC) efforts
      • Enhance academic quality through program review
      • Enhance student engagement and success through research and evaluation
   b. Build institutional capacity
      • Engage faculty and staff in meaningful professional development activities
      • Provide programmatic assessment opportunities for units
      • Consult individuals and programs in assessment & research best practices
   c. Build collaborative relationships
      • Regularly engage with ISU information planning & analysis units and governance entities
      • Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects
      • Create an environment that enables decision-makers and users of assessment results
   d. Enhance UAS staff development
      • Incorporate emerging technologies and assessment techniques
      • Conduct specialized and empirical studies
      • Engage in a community of assessment scholars and reflective practitioners
3. Appendices
Annual Plan

1. UAS planning framework
2. Assessment framework
3. Institutional assessment framework
4. Objectives for next year for each goal:
   a. Facilitate institutional assessment efforts
      • Coordinate general education outcomes assessment
      • Expand alumni outcomes research
      • Provide evidence for institutional accreditation (HLC) efforts
      • Enhance academic quality through program review
      • Enhance student engagement and success through research and evaluation
   b. Build institutional capacity
      • Engage faculty and staff in meaningful professional development activities
      • Provide programmatic assessment opportunities for units
      • Consult individuals and programs in assessment & research best practices
   c. Build collaborative relationships
      • Regularly engage with ISU information planning & analysis units and governance entities
      • Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects
      • Create an environment that enables decision-makers and users of assessment results
   d. Enhance UAS staff development
      • Incorporate emerging technologies and assessment techniques
      • Conduct specialized and empirical studies
      • Engage in a community of assessment scholars and reflective practitioners

5. Assessment governance
6. Budget
7. Appendices
### Section 1: Accomplishments & Productivity

**Unit Goals & Connection to Educate, Connect, Elevate**

<table>
<thead>
<tr>
<th>UAS Goals</th>
<th>Educate, Connect, Elevate</th>
</tr>
</thead>
</table>
| **Goal 1. Facilitate institutional assessment efforts** | - Increase retention and graduation rates (1.A.3)  
- Leverage data analytics to inform decision-making (1.D.3)  
- Refine processes for the development of new academic programs (2.A.3)  
- Utilize technological solutions that enhance productivity and creativity (2.C.3)  
- Support efforts to assess student career outcomes and placement in graduate and professional school (4.C.1) |
| **Goal 2. Build institutional assessment capacity** | - Maximize employee growth through learning and professional development opportunities (1.B.2)  
- Increase collaboration across departments and Divisions (1.D.2)  
- Maximize employee growth through learning and professional development opportunities (1.B.2)  
- Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1)  
- Create awareness of opportunities for students to engage in research (4.B.1)  
- Expand and promote opportunities for engagement in professional development (4.C.3) |
| **Goal 3. Cultivate collaborative partnerships** | - Increase collaboration across departments and Divisions (1.D.2)  
- Leverage data analytics to inform decision-making (1.D.3)  
- Enhance cross-disciplinary research and creative activities (2.B.2)  
- Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1)  
- Utilize technological solutions that enhance productivity and creativity (2.C.3) |
| **Goal 4. Enhance UAS staff development** | - Expand and promote opportunities for engagement in professional development (4.C.3)  
- Maximize employee growth through learning and professional development opportunities (1.B.2) |
1. Provide specific accomplishments related to Academic Program Development
List any new courses, sequences, majors, minors, sequences developed (or approved?) within this fiscal year
n/a

List any substantial revisions to academic programs with a brief rationale/goal for the revisions (please include changes in delivery modality, e.g., F2F -> hybrid or fully online)
n/a

2. Provide specific accomplishments related to Equity, Diversity, and Inclusion
List actions to infuse EDI into the curriculum
n/a

Reflect on enrollment, retention, and graduation rate trends across groups and describe action plans to address any disparities in these trends
n/a

Please summarize other EDI focused activities within the Unit during the fiscal year
See List other major teaching, research, or service accomplishments not listed above that support Educate*Connect*Elevate

3. Provide specific accomplishments related to Faculty Success
Reflect on recruitment and retention of faculty during the fiscal year
n/a

Based on data collected from the last full ASPT review, provide counts of scholarly and/or creative products (e.g., publications, juried exhibits, grants submitted/approved) aggregated across faculty.
n/a
4. Provide specific accomplishments related to Student Success
Reflect on retention, and graduation rate trends within the unit’s programs. Reflect upon these trends over the past 3 years and identify the unit’s goals for these metrics n/a

Summarize other student success focused activities within the Unit during the fiscal year

See List other major teaching, research, or service accomplishments not listed above that support Educate*Connect*Elevate

5. List other major teaching, research, or service accomplishments not listed above that support Educate*Connect*Elevate

<table>
<thead>
<tr>
<th>Goals</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate institutional assessment efforts</td>
<td>NSSE Survey</td>
</tr>
<tr>
<td>• Coordinate general education outcomes assessment</td>
<td>✓ Created Three-year project plan for the National Survey of Student Engagement at ISU (NSSE). See appendix D for year 1 of plan.</td>
</tr>
<tr>
<td>• Expand alumni outcomes research</td>
<td>✓ Implemented year 1 project plan, leading to an over 20% response rate, slightly higher than benchmark rates and the highest at ISU in over 10 years.</td>
</tr>
<tr>
<td>• Provide evidence for institutional accreditation (HLC) efforts</td>
<td>General Education</td>
</tr>
<tr>
<td>• Enhance academic quality through program review</td>
<td>✓ Led artifact review session in the following areas: sciences, humanities, fine arts and math/quantitative reasoning.</td>
</tr>
<tr>
<td>• Enhance student engagement and success through research and evaluation</td>
<td>✓ Created Power BI dashboard for spring 22 general education student survey.¹</td>
</tr>
<tr>
<td></td>
<td>✓ Created Power BI dashboard for artifact review.</td>
</tr>
<tr>
<td></td>
<td>✓ Presented results to Council on General Education in April 2023.</td>
</tr>
<tr>
<td></td>
<td>✓ Implemented writing survey for the General Education Review Task Force.</td>
</tr>
</tbody>
</table>

¹ Power BI permission requests can be sent to: assessment@ilstu.edu
# University Assessment Services
## 2023 Annual Report & 2024 Strategic Plan

<table>
<thead>
<tr>
<th>Goals</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRAAP / Program Review</strong></td>
<td>✓ Service on the Academic Planning Committee.</td>
</tr>
<tr>
<td></td>
<td>✓ Administered Annual Assessment Update.</td>
</tr>
<tr>
<td></td>
<td>✓ Coordinated PRAAP process with the Assessment Advisory Council.</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>✓ Academic advising overload analytic</td>
</tr>
<tr>
<td></td>
<td>✓ HLC Reaccreditation Team 3</td>
</tr>
<tr>
<td></td>
<td>✓ HLC Reaccreditation Team 4</td>
</tr>
</tbody>
</table>

| Build institutional capacity | • Engage faculty and staff in meaningful professional development activities |
|                            | • Provide programmatic assessment opportunities for units                |
|                            | • Consult individuals and programs in assessment & research best practices |
|                            | ✓ Consultations with programs and individuals.                           |
|                            | ✓ Program PRAAP orientations.                                            |

| Build collaborative relationships | • Regularly engage with ISU information planning & analysis units and governance entities |
|                                | • Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects |
|                                | • Create an environment that enables decision-makers and users of assessment results |
|                                | **Committees, Teams & Task Forces**                                    |
|                                | ✓ General Education Review Task Force                                   |
|                                | ✓ University Teacher Ed Council (UTEACH)                                |
|                                | ✓ CAEP Advanced Accreditation Council                                   |
|                                | ✓ Staff Success Team                                                    |
|                                | ✓ Faculty Success COACHE Team                                           |
|                                | ✓ Civic Engagement Advisory Board                                       |
|                                | ✓ Academic Planning Committee                                           |
|                                | ✓ Assessment Advisory Council                                           |
|                                | ✓ Data & Planning Collaborators Team                                    |
|                                | ✓ 8 dissertation committees in the EAF department                       |
|                                | ✓ Grand Challenges in Assessment (national)                             |
|                                | ✓ Search committee for Center for Civic Engagement assessment position   |
## Goals

<table>
<thead>
<tr>
<th>Enhance UAS staff development</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Incorporate emerging technologies and assessment techniques</td>
<td><strong>Staff Professional Development</strong></td>
</tr>
<tr>
<td>• Conduct specialized and empirical studies</td>
<td>✓ Teaching with Zoom, ISU CIPD, August 2022</td>
</tr>
<tr>
<td>• Engage in a community of assessment scholars and reflective practitioners</td>
<td>✓ Managing Projects with Microsoft Teams, LinkedIn Learning, August 2022</td>
</tr>
<tr>
<td></td>
<td>✓ Centering Equity in Assessment, CAEL, January 2023</td>
</tr>
<tr>
<td></td>
<td>✓ Exploring Data at the Heart of Assessment, AACU, February 2023</td>
</tr>
<tr>
<td></td>
<td>✓ Norming General Education Rubrics, Weave, April 2023</td>
</tr>
<tr>
<td></td>
<td>✓ Leading for Antiracism and Equity: Strategies for Data-Informed Decision Making, April 2023</td>
</tr>
</tbody>
</table>
## Section 2: Strategic Plan

### Planning Framework

<table>
<thead>
<tr>
<th>Vision</th>
<th>Mission</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A campus culture that uses evidence to help students succeed.</td>
<td>University Assessment Services promotes a culture of continuous improvement by collaborating with campus partners to advance student success, encourage program improvement, and provide professional support and services.</td>
<td>Collaboration, Integrity, Support, Curiosity, Innovation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilitate Institutional Assessment Efforts</th>
<th>Coordinate general education outcomes assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand alumni outcomes research</td>
<td></td>
</tr>
<tr>
<td>Provide evidence for institutional accreditation (HLC) efforts</td>
<td></td>
</tr>
<tr>
<td>Enhance academic quality through program review</td>
<td></td>
</tr>
<tr>
<td>Enhance student engagement and success through research and evaluation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Build Institutional Assessment Capacity</th>
<th>Engage faculty and staff in meaningful professional development activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide programmatic assessment opportunities for units</td>
<td></td>
</tr>
<tr>
<td>Consult individuals and programs in assessment &amp; research best practices</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Build Collaborative Partnerships</th>
<th>Regularly engage with ISU information planning &amp; analysis units and governance entities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects</td>
<td></td>
</tr>
<tr>
<td>Create an environment that enables decision-makers and users of assessment results</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhance UAS Staff Development</th>
<th>Incorporate emerging technologies and assessment techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct specialized and empirical studies</td>
<td></td>
</tr>
<tr>
<td>Engage in a community of assessment scholars and reflective practitioners</td>
<td></td>
</tr>
</tbody>
</table>
**Student learning outcomes refer to what students do.** They are the knowledge, skills, behaviors, or attitudes students should possess at the end of their program or degree. **Student success refers to recognized attainment and completion stages or steps that mark progress toward a completion goal or other educational intent.** **Program outcomes refer to what programs do to help students learn or improve their programs.**

**Assessment methodologies refer to approaches designed to measure learning outcomes and goals.** **Direct measures** of assessment require students to demonstrate what they have learned through an instrument, like a paper, demonstration, portfolio, performance, or achievement test. **Indirect measures** are proxies for student learning, and generally rely on student opinions and other indicators. Methodologies can also be formative, summative, formal, and informal.

A culture of evidence is defined by a shared commitment to use evidence in improving how programs, processes, and services are effective, contribute to student learning outcomes, and contribute to a program’s or institution’s ability to reach stated goals and mission. A culture of evidence is demonstrated through campus values and history, leadership, collaborations, informal & formal professional development opportunities for faculty and staff to learn and apply assessment principles.

---

** A distinction made by Mills-Schofield is that program outcomes are outputs, as opposed to student learning outcomes. According to the author, “outcomes are the difference made by the outputs.” D. Mills-Schofield, 2012, It’s Not Just Semantics: Managing Outcomes vs Outputs. Harvard Business Review Blog.

Illinois State University – Page 12 of 83
Institutional Effectiveness Framework
Institutional effectiveness refers to the effectiveness of an institution in achieving its mission and goals. Effectiveness can include ensuring student success, serving the public good, stewardship, and accountability and accreditation. Institutional effectiveness can also be defined as an integrated process of planning, budgeting, and improvement. There are a variety of institutional effectiveness models, but they generally follow a template similar to the figure below:

UAS Institutional Effectiveness Roles

<table>
<thead>
<tr>
<th>Processes</th>
<th>Process for the Review of Academic Assessment Plans (PRAAP)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program Review</td>
</tr>
<tr>
<td></td>
<td>General Education Assessment</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>Accreditation</td>
</tr>
<tr>
<td>Assessments</td>
<td>Currently enrolled student surveys</td>
</tr>
<tr>
<td></td>
<td>Incoming student surveys</td>
</tr>
<tr>
<td></td>
<td>Alumni Surveys</td>
</tr>
<tr>
<td></td>
<td>Graduating student surveys</td>
</tr>
<tr>
<td></td>
<td>General Ed. assessments</td>
</tr>
<tr>
<td></td>
<td>Ad hoc assessments</td>
</tr>
<tr>
<td>Capacity building</td>
<td>Professional Development</td>
</tr>
<tr>
<td></td>
<td>Consultations</td>
</tr>
<tr>
<td>Decision-making tools</td>
<td>Assessment Initiative Award</td>
</tr>
<tr>
<td></td>
<td>Power B.I. Visualizations</td>
</tr>
<tr>
<td></td>
<td>Qualitative analysis</td>
</tr>
<tr>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td>Reporting</td>
</tr>
</tbody>
</table>

Major Objectives for FY24
Describe the unit’s most important forward-looking objectives related to:
1. Academic Program Development
2. Equity, Diversity and Inclusion
3. Faculty Success
4. Student Success.

Discuss how the objectives support the mission/goals of the Unit/Department/School, College and Educate•Connect•Elevate. (List as one box per area)

<table>
<thead>
<tr>
<th>Goals</th>
<th>2023-24 objectives * goal cross-listed in multiple areas.</th>
<th>Academic affairs planning category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate institutional assessment efforts</td>
<td>Coordinate general education outcomes assessment</td>
<td>1. Create gen ed schedule for old gen ed curriculum. 2. Create plan for using Canvas in gen ed assessment. 3. Create gen ed assessment plan for new curriculum, including: communications plan, data use, governance, leadership, program goals, outcomes and use of results. See appendix C.</td>
</tr>
<tr>
<td>Expand alumni outcomes research</td>
<td>1. Create a data use plan for final data match for the IDES project. 2. Continue collaboration with student affairs on project nest. 3. Continue to support academic programs in the administration of the alumni survey. 4. Create alumni survey process plan in acknowledgement of the ISU mass email policy. 5. Conduct empirical studies using IDES data.</td>
<td>Academic program development</td>
</tr>
<tr>
<td>Provide evidence for institutional accreditation (HLC) efforts</td>
<td>1. Serve on the ISU accreditation teams in anticipation of the HLC visit in fall 2024. 2. Support accreditation processes as needed.</td>
<td>Academic program development</td>
</tr>
<tr>
<td>Enhance academic quality through program review</td>
<td>1. Serve on Academic Planning Committee. 2. Coordinate PRAAP processes. 3. Create PRAAP / program review process and timeline in Power BI</td>
<td>Academic program development</td>
</tr>
</tbody>
</table>

* In collaboration with university advancement.
## Goals

<table>
<thead>
<tr>
<th>Goals</th>
<th>2023-24 objectives</th>
<th>Academic affairs planning category</th>
</tr>
</thead>
</table>
| Enhance student engagement and success through research and evaluation | 1. Create an EDI in assessment framework in collaboration with other units. 2. Item map survey items from NSSE / other institutional surveys to EDI units. 3. Create a UAS survey schedule. See [appendix A: UAS student success framework](#). 4. Create and implement a data use plan for year 2 of the NSSE project. See [appendix D](#). 5. Implement FireBird undergraduate research award program. | Equity, Diversity and Inclusion  
Student Success |
| Build institutional capacity | Engage faculty and staff in meaningful professional development activities | 1. Create an EDI in assessment workshop as part of a UAS professional development series. 2. Create EDI in assessment resource hub on the UAS website. 3. Create professional development series based on PRAAP criteria. 4. Create a data-use template for assessment and evaluation projects. | Equity, Diversity and Inclusion  
Faculty success |
| Provide programmatic assessment opportunities for units | 1. Create a faculty / staff research award program. 2. Administer the Assessment Initiative Award. 3. Investigate program assessment award. | Faculty success  
Student success |
| Consult individuals and programs in assessment & research best practices | 1. Continue ad hoc consultation to faculty and staff on assessment and research methods. | Faculty success |
| Build collaborative relationships | Regularly engage with ISU information planning & analysis units and governance entities | 1. Regularly meet with Data Directors group. | n/a |
| Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects | 1. Create a faculty / staff research award program.* | Faculty success |
| Create an environment that enables decision-makers and users of assessment results | 1. Create and implement a data use plan for year 2 of the NSSE project. See [appendix D](#).* 2. Create a data use plan for final data match for the IDES project.* 3. Create gen ed assessment plan for new curriculum, including: communications plan, data use, governance, leadership, program goals, outcomes and use of results. See [appendix C](#).* | Student success  
Academic program development |
<table>
<thead>
<tr>
<th>Goals</th>
<th>2023-24 objectives</th>
<th>Academic affairs planning category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance UAS staff development</td>
<td>Incorporate emerging technologies and assessment techniques</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>1. Utilize online, internal and other professional development opportunities (e.g., LinkedIn Learning, webinars, internal professional development opportunities).</td>
<td></td>
</tr>
<tr>
<td>Conduct specialized and empirical studies</td>
<td>1. Create and implement a data use plan for year 2 of the NSSE project. See [appendix D].*</td>
<td>Student Success Faculty Success</td>
</tr>
<tr>
<td></td>
<td>2. Create a data use plan for final data match for the IDES project.*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Create a faculty / staff research award program.*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Implement FireBird undergraduate research award program*</td>
<td></td>
</tr>
<tr>
<td>Engage in a community of assessment scholars and reflective practitioners</td>
<td>1. Conference attendance.</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>2. Engagement with national organizations (Grand Challenges in Assessment, for example).</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Governance & Collaborations with other Planning & Decision-support Units

<table>
<thead>
<tr>
<th>Governance</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Advisory Council (AAC)</td>
<td>The purpose of the Assessment Advisory Council is to review processes related to student learning outcomes and recommend changes to these processes to advance the quality of student learning at Illinois State University. The Council also provides feedback, input, and recommendations to University Assessment Services in regard to university-wide assessment-related matters.</td>
</tr>
<tr>
<td>University Assessment Services (UAS)</td>
<td>The mission of University Assessment Services is to promote a culture of continuous improvement by collaborating with campus partners to advance student success, encourage program improvement, and provide professional support and services.</td>
</tr>
<tr>
<td>Enterprise Data Analytics (EDA)</td>
<td>Enterprise Data and Analytics (EDA) leads the University's work in developing and maintaining a business intelligence environment, providing data-driven insights to inform strategic decision making. We combine data from sources around campus into the Institutional Data Warehouse (IDW) for reporting and analytics purposes. EDA manages data procurement and the creation of the business intelligence architecture for the IDW. We also create business intelligence content, like reports and dashboards, support staff report development, provide training, and enforce data access security for data in the IDW.</td>
</tr>
<tr>
<td>Planning, Research &amp; Policy Analysis (PRPA)</td>
<td>Planning, Research and Policy Analysis (PRPA) provides data and information that supports operational analysis and strategic planning.</td>
</tr>
<tr>
<td>Student Affairs Assessment &amp; Assessment Team</td>
<td>The Division of Student Affairs is committed to a division-wide approach to strategically planning for our future and in our day-to-day operations. With the support of Campus Labs, the Division has created a comprehensive, systematic, and consistent approach to strategic planning, program review, and accreditation reporting.</td>
</tr>
<tr>
<td>Civic Engagement Assessment</td>
<td>The ISU Center for Civic Engagement has an assessment unit and full-time assessment staff member. See the Civic Engagement Assessment website for more information.</td>
</tr>
</tbody>
</table>
## FY 24 Budget

### Total operating budget

<table>
<thead>
<tr>
<th>Budget Summary</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$35,022.44</td>
</tr>
</tbody>
</table>

### Strategic Summary

<table>
<thead>
<tr>
<th>Strategic</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Init. Award</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Currently enrolled student survey</td>
<td>$8,000.00</td>
</tr>
<tr>
<td>Survey promotions</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>General education assessment</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Total - strategic</td>
<td>$25,500.00</td>
</tr>
</tbody>
</table>

### Operational Summary

<table>
<thead>
<tr>
<th>Operational</th>
<th>Timing</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU Business Permit (Parking)</td>
<td>Annual</td>
<td>Parking</td>
<td>$100.00</td>
</tr>
<tr>
<td>Copier / scanner lease</td>
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<td>Paper / copying / scanning</td>
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<td>Subscriptions</td>
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<td>Subscriptions</td>
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<tr>
<td>Travel / conferences</td>
<td>Annual</td>
<td>Conferences</td>
<td>$3,500.00</td>
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<tr>
<td>HLC</td>
<td>Annual</td>
<td>HLC</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>AIRAAHE/Axess Inst-AIR</td>
<td>PRN</td>
<td>Conferences - misc</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Prof/dev</td>
<td>PRN</td>
<td>Webinars, etc.</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Technology replacement</td>
<td>3 year cycle</td>
<td>Tech replacement</td>
<td>$2,100.00</td>
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<td>Office supplies</td>
<td>PRN</td>
<td>Ongoing</td>
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<tr>
<td>Total - operational</td>
<td></td>
<td></td>
<td>$9,500.00</td>
</tr>
</tbody>
</table>

### Developmental Summary

<table>
<thead>
<tr>
<th>Developmental</th>
<th>Timing</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firebird</td>
<td>Annual</td>
<td>Capacity building</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Staff development</td>
<td>Annual</td>
<td>Annual</td>
<td>$9,000.00</td>
</tr>
<tr>
<td>Total - developmental</td>
<td></td>
<td></td>
<td>$12,000.00</td>
</tr>
</tbody>
</table>

### Notes

1. NSSE in FY 23, reserve for other institutional surveys in FY 24 and 25
2. See above
3. Gen ed artifact reviewers, other gen ed costs (prof dev, etc.)
4. Laptop R. Smith in FY 24
5. Firebird grants for student researchers, pull from student worker line
6. Research grants for faculty/staff, pull from GA hourly line
Appendices
Appendix A. UAS Student Success Framework\(^5\)

<table>
<thead>
<tr>
<th>Pre-college</th>
<th>First-year</th>
<th>While Enrolled</th>
<th>Graduation</th>
<th>Post-graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>![School Building]</td>
<td>![Student]</td>
<td>![Bar Chart]</td>
<td>![Graduation Cap]</td>
<td>![Globe]</td>
</tr>
<tr>
<td>BCSSE</td>
<td>NSSE</td>
<td>Advising Gen. ed. indirect (survey) Gen. ed. direct (artifacts) NSSE</td>
<td>NSSE Exit survey(^6)</td>
<td>IDES data</td>
</tr>
<tr>
<td><strong>Surveys</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS experiences ISU expectations</td>
<td>Engagement Satisfaction with ISU</td>
<td>Same as 1st yr (seniors)</td>
<td>Same as 1st yr (seniors)</td>
<td>Wages Job placement In state retention Industry</td>
</tr>
<tr>
<td><strong>UAS variables</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDA / PRPA / student affairs data</td>
<td>EDA / PRPA / student affairs data</td>
<td>EDA / PRPA / student affairs data</td>
<td>EDA / PRPA / student affairs data</td>
<td>EDA / PRPA / student affairs data</td>
</tr>
<tr>
<td><strong>Other data tracking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

\(^5\) Not official endorsed by ISU – for UAS purposes only.

\(^6\) In collaboration with student affairs.
Appendix B: UAS & Quality Improvement History at ISU

1979-1994

In the 1970’s through the 1990’s, the primary responsibility for assessment at ISU was the Measurement & Evaluation Service Office (MAES). At the time, assessment was equated with testing at the classroom level. Assessment at the institutional level was not addressed. MAES was located in Julian Hall 115. MAES was responsible for four functions: 7

1. Test scoring.
2. Teacher evaluation form processing.
3. Internal testing programs.
4. Special projects and research.

In 1982, ISU administered the COMP test to students at different times. 8 The intent was to measure the “value added” by an ISU education.

In the mid 1980’s, ISU organized assessment at the institution level. These activities included:

- Establishment of a coordinating committee on assessment in November 1986.
- Provost seminar on value added assessment on 1/24/1987.
- Student and alumni surveys on the effectiveness of general education, spring 1987.
- Assessment of student learning incorporated into program review for the first time, spring 1988.
- Participation in the ETS Vanguard Program, 1988-89.
- Inventory of departmental assessment activities, March 1993.

---

8 Assessment Activities at Illinois State University, 2/3/1995.
1994-1999

Pursuant a recommendation of the Higher Learning Commission, all assessment activities were assigned to MAES in spring 1994.

In response, MAES changed its name to the University Assessment Office (UAO). In fall 1999, MAES split into three offices:

1. The test scoring and teacher evaluation processing functions of UAO split off into an office called Opscan Evaluation.
2. Internal testing programs were coordinated by a new unit called the University Testing Office, which was moved to Fell Hall.
3. The UAO’s functions were narrowed to the coordination of university-wide assessment and evaluation initiatives. Both UAO and Opscan Evaluation moved from Julian Hall to the Instructional Technology Development Center (ITDC) in fall 1999.

By spring 2000, the University Assessment Office newsletter’s name was changed to Assessment Æffects. At this time, the office began offering small grants for assessment projects, built a website, initiated professional development activities, and initiated the Process for the Review of Academic Assessment Plans (PRAAP).

---

9 University Assessment Office Newsletter, October 1997.
10 University Assessment Office Newsletter, September 1999.
11 Assessment Æffects, Spring 2000.
2000-2010

At the request of the provost, the University-wide Assessment Committee (UWAC) wrote Assessing Student Outcomes: A Plan for Continuous Development in April 2000. The paper included a series of goals for assessment and action steps. The paper emphasized that "assessment data should be used internally to guide curricular, co-curricular, environmental, and institutional improvement. The intent is not evaluation of an individual or program."13

An update of the plan was written in April 2003.14 One of the recommendations of the 2000 report was the creation of a standing committee. The result was the creation of the Assessment Coordinating Committee (ACC). The name of the ACC was changed to the Assessment Advisory Council in April 2003 and developed a new charge:15

1. Ensuring ISU’s commitment to the IBHE Illinois Commitment, specifically Goal 5.
2. Ensuring assessment’s alignment with Educating Illinois.
3. Ensuring compliance with NCA accreditation requirements.
4. Providing advice to UAO.
5. Review state and national trends relating to assessment.

The old assessment newsletter, Assessment Effects, was changed to Progressive Measures in 2005.16 Later, the office moved from the ITDC building to Hovey Hall, then to Uptown Crossing, and finally back to its original location in the ITDC building.
University Assessment Services
2023 Annual Report & 2024 Strategic Plan

2000-present

In 2010, UAO was changed to University Assessment Services (UAS).

Student affairs created a position responsible for assessment and engagement initiatives in 2013. The Center for Civic Engagement created a position responsible for assessment in 2016.

In Spring 2011 through June 2014, ISU participated in the HLC Assessment Academy. The goals of the academy were to improve the use of program-level assessment plans and revise the general education assessment process. Another goal was to fulfill the institutional requirement as a Pathways Pioneer institution and the quality initiative component of the Open Pathway accreditation. Several changes were made to assessment processes in academic affairs at ISU. The HLC academy process and results were published in the April 2014 HLC Assessment Academy Impact Report.17

In 2019, UAS again moved from the ITDC building to 308 Kingsley.

As of spring 2022, UAS has three full-time staff members: director, assistant director, and office aide. UAS has maintained the same staff and staffing levels since 2011.

Appendix C: General Education Assessment Planning Framework: Illustrative Purposes Only

Note: This framework is an illustration only. It does not reflect an actual or endorsed planning framework. Not for intended use.

## GENERAL EDUCATION ASSESSMENT PLANNING FRAMEWORK

<table>
<thead>
<tr>
<th>PLANNING</th>
<th>ASSESSING &amp; LEARNING</th>
<th>COMMUNICATING</th>
<th>IMPROVING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty review and revise learning outcomes. Faculty create, review and/or revise evaluative criteria (rubric, for example).</td>
<td>Communication of outcomes and evaluative criteria to GE faculty. General education faculty identify assignments in Canvas. University Assessment Services collects assignments in Canvas. Faculty reviewers identified and recruited. University Assessment Services holds an orientation for faculty reviewers. Faculty read and rate assignments. UAS tabulates scores and creates Power BI visualization.</td>
<td>UAS created Power BI visualization. Reports created by CGE, Associate VP, or other faculty. Include abstract, methodology, strengths, improvements. Targeted reports by program / department. Leadership reports findings to faculty. Results presented at CIPD symposium (gen ed summit).</td>
<td>Process created to document improvements / identification of strengths CGE documents improvements to the curriculum.</td>
</tr>
</tbody>
</table>
### Planning framework implementation

<table>
<thead>
<tr>
<th>Category</th>
<th>Engaging equity</th>
<th>Sustainability</th>
<th>Global perspectives</th>
<th>Creativity</th>
<th>Health &amp; well being</th>
<th>Liberal studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Assessments here</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Assessments here</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quant. literacy</td>
<td>Assessments here</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific inquiry</td>
<td>Assessments here</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>Assessments here</td>
<td>Assessments here</td>
<td>Assessments here</td>
<td>Assessments here</td>
<td>Assessments here</td>
<td>Assessments here</td>
</tr>
<tr>
<td>Fine arts</td>
<td>Assessments here</td>
<td>Assessments here</td>
<td>Assessments here</td>
<td>Assessments here</td>
<td>Assessments here</td>
<td>Assessments here</td>
</tr>
<tr>
<td>Soc &amp; behav sci</td>
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<td>Assessments here</td>
<td>Assessments here</td>
<td>Assessments here</td>
<td>Assessments here</td>
<td>Assessments here</td>
</tr>
<tr>
<td>STEM</td>
<td>Assessments here</td>
<td>Assessments here</td>
<td>Assessments here</td>
<td>Assessments here</td>
<td>Assessments here</td>
<td>Assessments here</td>
</tr>
<tr>
<td>Elective</td>
<td>Do not assess</td>
<td>Do not assess</td>
<td>Do not assess</td>
<td>Do not assess</td>
<td>Do not assess</td>
<td>Do not assess</td>
</tr>
<tr>
<td>Redbird banner</td>
<td>Do not assess</td>
<td>Do not assess</td>
<td>Do not assess</td>
<td>Do not assess</td>
<td>Do not assess</td>
<td>Do not assess</td>
</tr>
</tbody>
</table>

#### 2025-26
- Planning: Equity, Sustainability, Quant
- Assessing & Learning: Comm, Writing
- Communicating: Comm, Writing
- Improving: Comm, Writing
- Indirect: n/a

#### 2026-27
- Planning: Global, Creativity, Liberal studies, Comm, Writing
- Assessing & Learning: Equity, Sustainability, Quant
- Communicating: Equity, Sustainability, Quant
- Improving: Equity, Sustainability, Quant
- Indirect: n/a

#### 2027-28
- Planning: Well being, Liberal studies, Comm, Writing
- Assessing & Learning: Global, Creativity, Sci inquiry
- Communicating: Global, Creativity, Sci inquiry
- Improving: Global, Creativity, Sci inquiry
- Indirect: Student Survey, CIPD symposium

#### 2028-29
- Planning: Equity, Sustainability, Quant
- Assessing & Learning: Equity, Sustainability, Quant
- Communicating: Global, Creativity, Sci inquiry
- Improving: Global, Creativity, Sci inquiry
- Indirect: Faculty feedback, CIPD symposium

#### 2029-30
- Planning: Global, Creativity, Sci inquiry
- Assessing & Learning: Equity, Sustainability, Quant
- Communicating: Global, Creativity, Sci inquiry
- Improving: Global, Creativity, Sci inquiry
- Indirect: Student Survey, CIPD symposium

#### 2030-31
- Planning: Well being, Liberal studies, Comm, Writing
- Assessing & Learning: Global, Creativity, Sci inquiry
- Communicating: Equity, Sustainability, Quant
- Improving: Well being, Liberal studies, Comm, Writing
- Indirect: CIPD symposium
Appendix D: NSSE Project Plan: Data Use, Year 2

National Survey of Student Engagement (NSSE)

Year 2. What? So what?

Year 1: Planning & Initiating Project

Year 2: What? So what?

Year 3: Now what?

Last update: May 1, 2023
Applying a Data-informed Decision Culture Framework to NSSE\textsuperscript{18}

\textbf{NSSE DATA USE FRAMEWORK}

\begin{itemize}
  \item **CAPACITY**
    \begin{itemize}
      \item Professional development
      \item Leadership engagement/willingness
    \end{itemize}
  \item **LITERACY**
    \begin{itemize}
      \item Professional development
    \end{itemize}
  \item **ACCESS**
    \begin{itemize}
      \item Power BI
      \item Excel frequencies
      \item Customized program-level reports
    \end{itemize}
  \item **REPORTING**
    \begin{itemize}
      \item Power BI
      \item Excel documents
      \item Accreditation
      \item Strategic planning
      \item ISU data website
    \end{itemize}
  \item **APPLICATIONS**
    \begin{itemize}
      \item General education
      \item Student success
      \item HLC accreditation
      \item Strategic planning
      \item Program-level
    \end{itemize}
  \item **IDENTITY**
    \begin{itemize}
      \item Curiosity and inquiry; research; communication; contexts
    \end{itemize}
  \item **SECURITY & ETHICS**
    \begin{itemize}
      \item IRB
      \item ISU data governance
      \item ISU data security
      \item Procedures
      \item Rules for reporting
    \end{itemize}
  \item **GOVERNANCE**
    \begin{itemize}
      \item ISU policies and procedures to manage data
    \end{itemize}
\end{itemize}

\textsuperscript{18} Model based on Creating a data-informed decision culture through data literacy and capacity. Higher Learning Commission conference, D. Jones, March 2023
Data Literacy
Definition: the ability to read, understand, and utilize data in different ways. It doesn’t require an individual to be an expert—as a data scientist or analyst might be considered—but rather, to show an understanding of basic concepts.19

<table>
<thead>
<tr>
<th>NSSE Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements</td>
</tr>
<tr>
<td>Knowledge – what we know</td>
</tr>
<tr>
<td>Mindset – what we think</td>
</tr>
<tr>
<td>Habits – what we do</td>
</tr>
</tbody>
</table>

Data Capacity
Definition: the ability of an institution to produce information for decision making.
A more detailed definition: ECB involves the design and implementation of teaching and learning strategies to help individuals, groups, and organizations, learn about what constitutes effective, useful, and professional evaluation practice. The ultimate goal of ECB is sustainable evaluation practice—where members continuously ask questions that matter, collect, analyze, and interpret data, and use evaluation findings for decision-making and action. For evaluation practice to be sustained, participants must be provided with leadership support, incentives, resources, and opportunities to transfer their learning about evaluation to their everyday work. Sustainable evaluation practice also requires the development of systems, processes, policies, and plans that help embed evaluation work into the way the organization accomplishes its mission and strategic goals.20

<table>
<thead>
<tr>
<th>NSSE Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements</td>
</tr>
<tr>
<td>Capacity to do</td>
</tr>
<tr>
<td>- HR resources (people)</td>
</tr>
<tr>
<td>- Org resources (budget, infrastructure, etc.)</td>
</tr>
<tr>
<td>- Eval planning &amp; activity</td>
</tr>
<tr>
<td>Capacity to use</td>
</tr>
<tr>
<td>- Eval literacy</td>
</tr>
<tr>
<td>- Decision-making infrastructure</td>
</tr>
<tr>
<td>- Learning benefits / outcomes</td>
</tr>
</tbody>
</table>

---

Data Access
Definition: the ability to retrieve, modify, copy and move data from systems as an authorized user.  

<table>
<thead>
<tr>
<th>NSSE Application</th>
<th>Elements</th>
<th>NSSE applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retrieval</td>
<td>Power BI downloads</td>
<td>Excel frequencies</td>
</tr>
<tr>
<td>Modification</td>
<td>Download options for users in spreadsheets</td>
<td></td>
</tr>
</tbody>
</table>

Effective Reporting
Definition: the ability to provide data, information, and analysis for decision support. It involves an understanding of the data available to answer pressing questions about student access and success and institutional operations and the process by which previously unavailable data are collected.  

<table>
<thead>
<tr>
<th>NSSE Application</th>
<th>Elements</th>
<th>NSSE applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data for compliance &amp; accreditation</td>
<td>HLC</td>
<td>Consumer reporting</td>
</tr>
<tr>
<td>Data for improvement</td>
<td>Canned reports for programs</td>
<td>Item mapping</td>
</tr>
<tr>
<td>- Institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Program / unit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Applications
Definition: The ability to see connections and apply a course of action on a clearly described issue. This includes a broad and shared understanding of what is needed from all those involved. Strategy and planning involves determining steps needed to address an issue and develop actions with a reasonable timeline, process and endorsement from leadership.  

<table>
<thead>
<tr>
<th>NSSE Application</th>
<th>Elements</th>
<th>NSSE applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlighting decisions related to NSSE</td>
<td>Promotional campaign</td>
<td></td>
</tr>
<tr>
<td>Item mapping</td>
<td>Programs / units</td>
<td>Gen ed Strategic planning</td>
</tr>
<tr>
<td>Research opportunities</td>
<td>Faculty</td>
<td>Students</td>
</tr>
<tr>
<td>Communicating results</td>
<td>Unit presentations</td>
<td>Report / publication Power BI</td>
</tr>
</tbody>
</table>

22 From Talend, [https://www.talend.com/resources/what-is-data-access/](https://www.talend.com/resources/what-is-data-access/)


24 Adapted from You are a data person: Strategies for using analytics on campus, A. Parnell, 2021.
Other Components

Data governance: Set of policies and procedures a campus uses to manage data.\textsuperscript{25}
- NSSE application: ISU data governance procedures

Data security: The extent to which institutions manage sensitive and private information.\textsuperscript{26}
- NSSE application: IRB process, data security procedures

Application at the Individual Level: Data identify framework\textsuperscript{27}
1. Curiosity and inquiry
2. Research and analysis
3. Communication and consultation
4. Campus context
5. Industry context

\textsuperscript{25} Adapted from You are a data person: Strategies for using analytics on campus, A. Parnell, 2021.
\textsuperscript{26} Adapted from You are a data person: Strategies for using analytics on campus, A. Parnell, 2021.
\textsuperscript{27} From You are a data person: Strategies for using analytics on campus, A. Parnell, 2021.
### Year 2 Timeline – Illustrative Purposes Only – Not Final

<table>
<thead>
<tr>
<th>Timing</th>
<th>Use</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2023 – August</strong></td>
<td>Frequency reports on UAS website</td>
<td>R. Smith</td>
</tr>
<tr>
<td><strong>2023 – August</strong></td>
<td>Determine ISU status on Data-informed Decision Culture Framework</td>
<td>Data directors</td>
</tr>
<tr>
<td><strong>2023 – October</strong></td>
<td>Unit mapping</td>
<td>E. Thomas / R. Smith / Data directors</td>
</tr>
<tr>
<td><strong>2023 – October</strong></td>
<td>Build Power BI dashboard</td>
<td>R. Smith</td>
</tr>
<tr>
<td><strong>2023 – November</strong></td>
<td>Mapped reports to units</td>
<td>E. Thomas / R. Smith / Data directors</td>
</tr>
<tr>
<td><strong>2023 – November</strong></td>
<td>Decision about topical modules / off year surveys</td>
<td>Assoc. Provost team</td>
</tr>
<tr>
<td><strong>2023 – November</strong></td>
<td>HLC mapping</td>
<td>C. Cutting / R. Smith</td>
</tr>
<tr>
<td><strong>2023 – November</strong></td>
<td>Results presented to AAC</td>
<td>R. Smith</td>
</tr>
<tr>
<td><strong>2023 – November</strong></td>
<td>Finalize questions for analysis in 2024-25</td>
<td>Assoc. Provost team / Data directors / AAC</td>
</tr>
<tr>
<td><strong>2023 – November</strong></td>
<td>Gen ed mapping</td>
<td>R. Smith</td>
</tr>
<tr>
<td><strong>2024 – January</strong></td>
<td>Create predictive model</td>
<td>R. Smith</td>
</tr>
<tr>
<td><strong>2024 – March</strong></td>
<td>AAC analysis of qualitative question or area (sense of belonging, for example)</td>
<td>AAC</td>
</tr>
<tr>
<td><strong>2024 – March</strong></td>
<td>Professional development plan for using results</td>
<td>J. Friberg / R. Smith</td>
</tr>
<tr>
<td><strong>2024 – April</strong></td>
<td>Qualitative question analysis</td>
<td>R. Smith</td>
</tr>
<tr>
<td><strong>2024 – April</strong></td>
<td>Strategic planning mapping</td>
<td>Strategic planning team</td>
</tr>
</tbody>
</table>
Appendix E: NSSE Project Plan: Project Initiation, Year 1

National Survey of Student Engagement (NSSE)

Year 1. Planning & Initiating Project

Year 1: Planning & Initiating Project

Year 2: What? So what?

Year 3: Now what?

Last update: April 30, 2023
# Project scope

<table>
<thead>
<tr>
<th>Area</th>
<th>Questions</th>
<th>Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1. Planning &amp; initiating project</strong></td>
<td>What are the goals? &lt;br&gt;What are the deliverables? &lt;br&gt;Who endorses the project? &lt;br&gt;Who are the stakeholders? &lt;br&gt;What is the budget? &lt;br&gt;How can we empathize with students? &lt;br&gt;Why should students participate in NSSE? &lt;br&gt;How can we motivate students to participate? &lt;br&gt;What is going to be done? &lt;br&gt;How is it going to be done? &lt;br&gt;How will we know when it’s done?</td>
<td>Project goals &lt;br&gt;UAS deliverables &lt;br&gt;Executive endorsement &lt;br&gt;Administration dates &lt;br&gt;Recruitment &amp; marketing &lt;br&gt;Ethics &amp; IRB &lt;br&gt;Power BI &lt;br&gt;Item mapping &lt;br&gt;Professional development</td>
</tr>
<tr>
<td><strong>Year 2. WHAT? SO WHAT? Data analysis</strong></td>
<td>Who will analyze the results? &lt;br&gt;Where will the results be located? &lt;br&gt;What are the results? &lt;br&gt;What do the results mean? &lt;br&gt;How do we incorporate equity principles? &lt;br&gt;How will the results be categorized? &lt;br&gt;Where can the results be mapped? &lt;br&gt;Can the data be matched? &lt;br&gt;What do we notice? &lt;br&gt;What stories emerge from the data? &lt;br&gt;What questions emerge from the data? &lt;br&gt;What is working really well? &lt;br&gt;What construals can be inferred? &lt;br&gt;Can ISU create its own factors?</td>
<td>Frequency reports &lt;br&gt;AAC analysis</td>
</tr>
<tr>
<td><strong>Year 3 (spring). NOW WHAT?</strong></td>
<td>Where can the results be communicated? &lt;br&gt;Who will receive the communications? &lt;br&gt;Who will do the communicating? &lt;br&gt;What improvements can be made? &lt;br&gt;Are there alternative approaches? &lt;br&gt;Who should the results not be shared with? Who is not interested in the results? &lt;br&gt;What research opportunities exist for students, faculty and staff? &lt;br&gt;What are the implications for ISU? &lt;br&gt;What can be celebrated? &lt;br&gt;What do we do well? &lt;br&gt;What should be changed? &lt;br&gt;What is surprising about the results? &lt;br&gt;What specific programs or processes can be improved or celebrated?</td>
<td></td>
</tr>
<tr>
<td><strong>YEAR 3. DEBRIEF</strong></td>
<td>What worked well? Why? &lt;br&gt;What didn’t? Why? &lt;br&gt;What could we have done better? &lt;br&gt;Should we administer NSSE or another survey in spring 2026?</td>
<td></td>
</tr>
</tbody>
</table>
Year 1. Planning & Initiating Project

Project Goals
✓ Problem statement:
  • Using evidence in student success is limited by 1) usable\textsuperscript{28} evidence and 2) a lacking framework for institutional action. The following goals are targeted at addressing these issues:
  ✓ Provide evidence of student engagement for student success
    • Institution-level
    • Discipline-level
    • General education
  ✓ Provide evidence of student engagement for accreditation
  ✓ Use in professional development
  ✓ Design around student empathy\textsuperscript{29}

Executive Endorsement
✓ Decision – A. Yazedjian [Provost unit]
✓ AVP Student Success – open as of 11/2022
✓ Assign NSSE interface / portal roles

Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument\textsuperscript{30}</td>
<td>$8,160 [$8,460 - $300 BCSSE discount]</td>
</tr>
<tr>
<td>Marketing &amp; promotions</td>
<td>~ $1,000</td>
</tr>
<tr>
<td>Incentives</td>
<td>~ $5,000</td>
</tr>
<tr>
<td>Total</td>
<td>~ $14,860</td>
</tr>
</tbody>
</table>

Stakeholders / Data Users

<table>
<thead>
<tr>
<th>UAS deliverable</th>
<th>Stakeholders / Data Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item mapping, including frequency reports</td>
<td>Admissions: Morgan Johnson, Samantha Meranda</td>
</tr>
<tr>
<td></td>
<td>U College: Wendi Whitman, Amy Roser</td>
</tr>
<tr>
<td></td>
<td>General Education: Amy Hurd</td>
</tr>
<tr>
<td></td>
<td>HLC: A. Yazedjian, Cooper Cutting</td>
</tr>
<tr>
<td>Power BI access</td>
<td>See \textit{Appendix I. NSSE Power BI Access List}</td>
</tr>
<tr>
<td>Professional development</td>
<td>CIPD: Jen Friberg</td>
</tr>
<tr>
<td>Governance</td>
<td>Assessment Advisory Council</td>
</tr>
<tr>
<td>Faculty research</td>
<td>?</td>
</tr>
</tbody>
</table>

\textsuperscript{28} Usable means varying levels of validity, reliability, access for faculty and staff, capacity, willingness to use, balance with compliance, etc.

\textsuperscript{29} Design Thinking in Student Affairs, J. Allworth, et al., 2021.

\textsuperscript{30} NSSE pricing: [https://nsse.indiana.edu/nsse/registration-pricing/pricing/index.html](https://nsse.indiana.edu/nsse/registration-pricing/pricing/index.html)
Teams
Steering
✓ Project lead: R. Smith
✓ Executive sponsor: A. Yazedjian
✓ Administrative technologies: C. Birckelbaw
✓ Student success: open
✓ Student affairs sponsor: E. Thomas
✓ Project coordinator: R. Smith
✓ Admin: E. Shuck

Research Team
✓ Researchers/statisticians: C. Bruckner, R. Smith, E. Thomas
✓ Data archival and Power BI analytics: R. Smith
✓ BCCSE coordinator: Jim Cole, Indiana University

NSSE Administration (on NSSE interface)
✓ Researchers/statisticians: C. Bruckner, R. Smith, E. Thomas
✓ Data archival and Power BI analytics: R. Smith
✓ BCCSE coordinator: Jim Cole, Indiana University

U College Team / Advisory
✓ Brian Aitken
✓ Shatoya Black
✓ Corey Burgess (Preview)
✓ Jamillah Gilbert
✓ Lisa Lawless
✓ Amy Roser
✓ Wendi Whitman
✓ Keenan Wimbley

Marketing & Promotions
✓ Tracy Widergren
✓ Sean Thornton
✓ Ernie Olson
✓ Stacy Brown

Technology / AT / EDA
✓ EDA: Rachel Hart
✓ Web: Arturo Rameriz
✓ ReggieNet: Jim Gee
✓ ISU News: Jim Gee
✓ Tech Zone: Billy Holland
✓ Email: Arnold Caplinskas
✓ Security: Dan Taube
✓ AT: Carla Birckelbaw
✓ Registrar: Glory Stephenraj

IRB & Incentives
✓ Kathy Spence, IRB
✓ Ashley Katz, IRB
✓ Rachel Lawrence, Redbird Card office
✓ Barb Rexroat, Ethics

Admissions/Registrar
✓ Samantha Meranda, Transfer
✓ Sally Nadeau, Registrar
✓ Morgan Johnson, Transfer
✓ Hilary Campos

Thank yous
✓ Letter created – send on April 20
Survey Instrument

- Decision about open ended question:
  - If you have any additional comments or feedback that you’d like to share on the quality of your educational experience, please enter them below.
  - What has been most satisfying about your experience so far at this institution, and what has been most disappointing?
  - Please describe the most significant learning experience you have had so far at this institution.

- What one change would most improve the educational experience at this institution, and what one thing should not be changed? – 11/9/22 staff meeting
  - Customized ISU question.

- Topical module decision - December 2
  - Academic advising
  - Career and workplace preparation
  - Civic engagement – waiting on purchasing as of 11/28/22
  - Development of transferrable skills
  - Experiences with online learning
  - Experiences with writing
  - First year experiences and senior transitions
  - Global learning
  - HIP quality
  - Inclusiveness and engagement with cultural diversity
  - Mental health and wellness – prioritize for 2023-24

Population

- First-year
- Senior

---

Purchasing

- Review of participation agreement **before** registration\(^32\)
  - Sent agreement to Emmalie for processing – 9/13
  - Submitted to purchasing – 9/14
- Write ISO statement – R. Smith
- Clarify fiscal year billing matters/payment calendar – E. Shuck
- Initiate PO – E. Shuck
- Submit payment – E. Shuck
  - Billed in late Feb., per NSSE interface (image below)

---

\(^{32}\) NSSE purchase agreement, [https://nsse.indiana.edu/nsse/administering-nsse/terms-of-participation/index.html](https://nsse.indiana.edu/nsse/administering-nsse/terms-of-participation/index.html)
**Recruitment, Marketing & Incentives**

**Population File**
- Download population file materials: instructions and template
- Data request – PRPA – 2022-11-4 / submitted return date of 11/28
- Population file returned to UAS
- Population file update: 2/28/2023 – update eligibility

---

**Administration Dates**
- Verify ISU Academic Calendar
  - Classes begin: Monday, January 17, 2023
  - Spring vacation: Saturday, March 11 – Sunday, March 19, 2023
  - Last day of classes: Saturday, May 6, 2023
  - Survey closes May 14, 2023
  - Last day to complete the survey and be eligible for the incentive: **Sunday, April 16.**
- Determine administration start date: select a Wednesday starting with 3/1/23 through 4/12/23. 3/22/23 through May 1.

---

33 ISU academic calendar, [https://events.illinoisstate.edu/academic-calendar/#academic-calendar-tabs2](https://events.illinoisstate.edu/academic-calendar/#academic-calendar-tabs2)
Academic Department Engagement Plan
✓ Engagement text – R. Smith
✓ Engagement fact sheet – incl. BCSSE results – R. Smith
✓ Engagement – PPT slide – with UMC proof on 1/30/23
✓ Announcement schedule
  o Chairs – English and Communications
  o Gen ed review task force
  o AAC
  o Student affairs

Branding
✓ Branded image – ‘NESSIE’ monster theme – proof available from UMC by 1/30/23
✓ Digital images – proof on 1/30/23 – final products on 3/1/23
✓ Posters – proof on 1/30/23 – final products on 3/1/23
✓ Proof delivered on 2/2/23
✓ Verify housing logo on proofs.

Recruitment
Email dates - submitted to NSSE portal on 12/2/22
✓ Message 1: Wednesday, March 22
✓ Message 2: Tuesday, March 28
✓ Message 3: Monday, April 3
✓ Message 4: Thursday, April 6
✓ Message 5: Tuesday, April 11
✓ Alert Carla B. in AT about upcoming NSSE administration – emailed on 1/24/23
✓ Survey closes May 14.
✓ Last incentive day: April 16.

Online
✓ First year Redbirds
✓ Social media – check with Tyler in UMC
✓ TikTok video – follow up with UMC
✓ My.IllinoisState – not an option, according to AT
✓ LMS (see below) – not historically an option, according to AT
✓ J. Gee writing ReggieNet alert

Housing
✓ Posting policy
✓ Contact: Hilary Campos
  ✓ Contacted 3/1/23 – drop off posters on 3/6

---
First Year Courses

- Emailed Wendi Whitman – 3/1/23 – responded to first year coordinators

Digital signs

- Milner[^36] - 2 weeks prior to posting – request to milnerevents@ilstu.edu – submitted request 3/1/23.
- Rec Center – called Curren O’Connell – 3/1/23 – left message
- Student Involvement Center[^37] - form submitted 3/1/23
- Student Health Services – ended digital displays after COVID – technology not working – per L. Frey 3/1/23 – drop off posters

Posters

- Residence halls / Dining – deliver signs to H. Campos – residential life building
- Student Health Services – deliver signs to L. Frey
- Halls with heavy FY traffic – Stevenson, Fell, Schroeder – public poster opportunities
- U College – emailed Wendi Whitman – 3/1/23
- Honors ?

News story

- Write news story
- Get quote from Provost office
- Publish news story
- Media Relations update / report / faculty-staff newsletter

LMS integration

- Download LMS materials[^38] – not an option at ISU
- Review examples from other universities – see Appendix J
- ReggieNet message – Jim Gee

MyIlstu

- Announcement – send directly to Arturo Ramirez – emailed 3/2/23
  - Title: Tell us about your ISU experiences with the NSSE survey
  - Text: First year and senior students: check your email starting March 22. Participants will be entered into a random drawing for one of three iPad Pros, one of three Oculus Quests and one of 50 $20 Amazon gift cards.
  - Date range: March 22-31 (or shorter)
  - Target population: first-year students and seniors

[^36]: [https://library.illinoisstate.edu/about/policies/signage/](https://library.illinoisstate.edu/about/policies/signage/)
[^37]: [Digital sign form, https://forms.illinoisstate.edu/forms/sic_marketing_opportunities](https://forms.illinoisstate.edu/forms/sic_marketing_opportunities)
[^38]: Using student portal & learning management systems for NSSE, [https://websurv.indiana.edu/NSSE/interface/rlsmith%40ilstu.edu/145813/img/Portal%20LMS%20One%20Sheet.pdf](https://websurv.indiana.edu/NSSE/interface/rlsmith%40ilstu.edu/145813/img/Portal%20LMS%20One%20Sheet.pdf); Information about NSSE survey links for use in portals/LMS, [https://websurv.indiana.edu/NSSE/interface/rlsmith%40ilstu.edu/145813/img/Survey%20Link%20Info%20Sheet.pdf](https://websurv.indiana.edu/NSSE/interface/rlsmith%40ilstu.edu/145813/img/Survey%20Link%20Info%20Sheet.pdf)
Redbird Bot
✓ Announcement – Sally Nadeau – emailed 3/2/23
✓ Title: Tell us about your ISU experiences with the NSSE survey
✓ Text: First year and senior students: check your email starting March 22. Participants will be
entered into a random drawing for one of three iPad Pros, one of three Oculus Quests and one
of 50 $20 Amazon gift cards.
✓ Date range: March 22-31 (or shorter)
✓ Target population: first-year students and seniors
✓ Tell us about your ISU experience by taking the NSSE survey in your email by April 16. Data will
improve ISU. Select students will be eligible for prizes 😊!

Ask Text
Dear: _______________________
I work in the university assessment office and coordinate institutional surveys and program evaluations
in academic affairs.
ISU is conducting the National Survey of Student Engagement (NSSE) starting March 22. ISU uses the
results to improve academic / co-curricular experiences and inform student success and general
education. The NSSE instrument is administered to first-year and senior students only. We will also use
the results for our upcoming HLC reaccreditation in fall 2024. Students have until April 16 to complete
for the incentive and it closes May 14.
There are incentives: gift cards, Oculus Quests, and iPad pros. More information is in the fact sheet.
• Title: Tell us about your ISU experiences with the NSSE survey
• Text: First year and senior students: check your email starting March 22. Participants will be entered
into a random drawing for one of three iPad Pros, one of three Oculus Quests and one of 50 $20
Amazon gift cards.
• Date range: March 22-31 (or shorter)
• Target population: first-year students and seniors

If you think any of the text above should be changed, be my guest. Based on past experience, a majority
of students will have completed the NSSE in the first week or so. I have a range of March 22-30, but it
can be shorter.
Dean Message – sent March 14, 2023

Dear: _______________________

I am the director of university assessment services at ISU. Our office coordinates institutional surveys and program evaluations in academic affairs. ISU is conducting the National Survey of Student Engagement (NSSE) starting March 22. Cooper Cutting announced the project at a recent Dean’s meeting. We are asking colleges to inform faculty, staff and students about the survey administration. We attached the following documents:

- Faculty/staff NSSE information sheet
- PPT / OS slide
- Digital display for your college (if available or applicable)

ISU uses the results to improve academic / co-curricular experiences, inform student success and improve general education. Responses can be disaggregated at the college, department and program levels, depending on response rates. Results will also be used for ISU’s reaccreditation process through the Higher Learning Commission (HLC) in 2024-25. The NSSE instrument is administered to first-year and senior students only. It is coordinated by the Center for Postsecondary Research at Indiana University. Students have until April 16 to complete for the incentive. The survey officially closes May 14.

Feel free to contact me for more details. Thank you for supporting this project.

***************


Subject - NSSE announcement and materials

- CAS – Heather Dillaway – hedilla@ilstu.edu
- COB – Ajay Samant - asamant@ilstu.edu
- CAST – Todd McLoda – tamclod@ilstu.edu
- COE – Francis Godwyll – fegodwy@ilstu.edu
- WKCFA – Jean Miller – jmmill5@ilstu.edu
- MCN – Judy Neubrander – jrneubr@ilstu.edu
- Milner – Dallas Long – dlong@ilstu.edu
Messages

- Determine signatory – Amy Hurd
- Download messages from NSSE interface
- Add GDPR language to messages. NSSE generally does not direct its services to individuals in the European Union, and as a result, does not treat personal data from survey respondents as subject to the EU’s GDPR policies.

Incentives

<table>
<thead>
<tr>
<th>Incentives</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift card – amazon</td>
<td>50 @ $20 = $1,000</td>
</tr>
<tr>
<td>Tablets</td>
<td>3 @ iPad pro - $750 = $2,250</td>
</tr>
<tr>
<td>Oculus Quest</td>
<td>3 @ Quest 2 - $400 = $1,200</td>
</tr>
<tr>
<td>Total budget</td>
<td>$4,450</td>
</tr>
</tbody>
</table>

Incentive answer – submitted to NSSE portal on 12/2/22
Verify incentive paperwork – B. Rexroat
Contact tech zone about incentives
Verify availability of incentives – B. Holland – emailed 2/6/23 – confirmed on same day
Submit incentive order
Submit incentive paperwork
Add to Outlook as reminder (April 15)
Randomly select winners
Distribute incentives

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39 Note on GDPR from Indiana University general counsel: “NSSE generally does not direct its services to individuals in the European Union, and as a result, does not treat personal data from survey respondents as subject to the EU’s General Data Protection Regulation (the “GDPR”). If an institutional contact (Campus Project Manager) wishes NSSE to survey a student population located in the European Union and/or serve as a processor under the GDPR, the request should be directed to the relevant NSSE Project Services team. NSSE may be able to comply with the GDPR in such a case, but additional procedures will be required, and NSSE may need to charge additional fees. For more information visit IU’s website dedicated to GDPR.” See: https://nsse.indiana.edu/nsse/administering-nsse/data-security/index.html and https://informationsecurity.iu.edu/protect-data/gdpr.html for more information.

40 See University Funds for Research Participants for guidelines, https://research.illinoisstate.edu/ethics/human-subjects/payments/university/
Ethics & IRB

IRB

Note: NSSE / BCSSE no longer need separate IRB submissions. From now on, the IRB protocol will be approved in perpetuity with modifications for separate administrations. See email from A. Katz, RSP to R. Smith, 2/15/2023

- Verify need for IRB – yes, 11/9/22 staff meeting
- Download Indiana IRB documents
  - Informed consent 41
  - Indiana protocol 42
  - NSSE instrument
  - Recruitment messages/script
  - Advertising/Promotional materials
- IRB PIs: R. Smith
- Research team: D. Meyers, E. Shuck, E. Thomas, C. Bruckner
- CITI certificates:
  - E. Shuck
  - E. Thomas
  - C. Bruckner
- EDI individuals for matching
- Create IRB – Cayuse. IRB #: 2022-418
- Incentive language: (Compensation)
  - IRB to do list:
    - Attach email
    - Attach branded image
    - Attach consent form
    - Attach instrument
    - Attach civic engagement message
- Submit IRB

GDRP Language

- Verify language

Minors Activity Compliance Committee (MACC)

- Verify compliance – not necessary unless personally interacting with participants

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Appendix A. Instrument & Consent Form
NSSE 2022 U.S. English Version | Copyright © 2022 Trustees of Indiana University

1. **During the current school year, about how often have you done the following?**
   - Response options: Very often, Often, Sometimes, Never
   a. Asked questions or contributed to course discussions in other ways
   b. Asked another student to help you understand course material
   c. Explained course material to one or more students
   d. Prepared for exams by discussing or working through course material with other students
   e. Worked with other students on course projects or assignments
   f. Given a course presentation

2. **During the current school year, about how often have you done the following?**
   - Response options: Very often, Often, Sometimes, Never
   a. Combined ideas from different courses when completing assignments
   b. Connected your learning to societal problems or issues
   c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
   d. Examined the strengths and weaknesses of your own views on a topic or issue
   e. Tried to better understand someone else’s views by imagining how an issue looks from their perspective
   f. Learned something that changed the way you understand an issue or concept
   g. Connected ideas from your courses to your prior experiences and knowledge

3. **During the current school year, about how often have you done the following?**
   - Response options: Very often, Often, Sometimes, Never
   a. Talked about career plans with a faculty member
   b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
   c. Discussed course topics, ideas, or concepts with a faculty member outside of class
   d. Discussed your academic performance with a faculty member

4. **During the current school year, how much has your coursework emphasized the following?**
   - Response options: Very much, Quite a bit, Some, Very little
   a. Memorizing course material
   b. Applying facts, theories, or methods to practical problems or new situations
   c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts
   d. Evaluating a point of view, decision, or information source
   e. Forming a new idea or understanding from various pieces of information

5. **During the current school year, to what extent have your instructors done the following?**
   - Response options: Very much, Quite a bit, Some, Very little
   a. Clearly explained course goals and requirements
   b. Taught course sessions in an organized way
   c. Used examples or illustrations to explain difficult points
   d. Provided feedback on a draft or work in progress
   e. Provided prompt and detailed feedback on tests or completed assignments
   f. Explained in advance the criteria for successfully completing your assignments
   g. Reviewed and summarized key ideas or concepts
   h. Taught in a way that aligns with how you prefer to learn
   i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities

6. **During the current school year, about how often have you done the following?**
   - Response options: Very often, Often, Sometimes, Never
   a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
   b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
   c. Evaluated what others have concluded from numerical information
7. **During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)**
   - Response options: None, 1-2, 3-5, 6-10, 11-15, 16-20, More than 20 papers
   a. Up to 5 pages
   b. Between 6 and 10 pages
   c. 11 pages or more

8. **During the current school year, about how often have you had discussions with people from the following groups?**
   - Response options: Very often, Often, Sometimes, Never
   a. People of a race or ethnicity other than your own
   b. People from an economic background other than your own
   c. People with religious beliefs other than your own
   d. People with political views other than your own
   e. People with a sexual orientation other than your own
   f. People from a country other than your own

9. **During the current school year, about how often have you done the following?**
   - Response options: Very often, Often, Sometimes, Never
   a. Identified key information from reading assignments
   b. Reviewed your notes after class
   c. Summarized what you learned in class or from course materials

10. **During the current school year, to what extent have your courses challenged you to do your best work?**
    - Response options: 1=Not at all to 7=Very much

11. **Which of the following have you done while in college or do you plan to do before you graduate?**
    - Response options: Done or in progress, Plan to do, Do not plan to do, Have not decided
    a. Participate in an internship, co-op, field experience, student teaching, or clinical placement
    b. Hold a formal leadership role in a student organization or group
    c. Participate in a learning community or some other formal program where groups of students take two or more classes together
    d. Participate in a study abroad program
    e. Work with a faculty member on a research project
    f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)

12. **About how many of your courses at this institution have included a community-based project (service-learning)?**
    - Response options: All, Most, Some, None

13. **Indicate the quality of your interactions with the following people at your institution.**
    - Response options: 1=Poor to 7=Excellent, Not Applicable
    a. Students
    b. Academic advisors
    c. Faculty
    d. Student services staff (career services, student activities, housing, etc.)
    e. Other administrative staff and offices ( registrar, financial aid, etc.)

14. **How much does your institution emphasize the following?**
    - Response options: Very much, Quite a bit, Some, Very little
    a. Spending significant amounts of time studying and on academic work
    b. Providing support to help students succeed academically
    c. Using learning support services (tutoring services, writing center, etc.)
    d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
    e. Providing opportunities to be involved socially
    f. Providing support for your overall well-being (recreation, health care, counseling, etc.)
    g. Helping you manage your non-academic responsibilities (work, family, etc.)
    h. Attending campus activities and events (performing arts, athletic events, etc.)
    i. Attending events that address important social, economic, or political issues
15. To what extent do you agree or disagree with the following statements?
   - Response options: Strongly agree, Agree, Disagree, Strongly Disagree
   a. I feel comfortable being myself at this institution.
   b. I feel valued by this institution.
   c. I feel like part of the community at this institution.

16. About how many hours do you spend in a typical 7-day week doing the following?
   - Response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30 (Hours per week)
   a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
   c. Working for pay on campus
   d. Working for pay off campus
   e. Doing community service or volunteer work
   f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)
   g. Providing care for dependents (children, parents, etc.)
   h. Commuting to campus (driving, walking, etc.)

17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?
   - Response options: Very little, Some, About half, Most, Almost all

18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?
   - Response options: Very much, Quite a bit, Some, Very little
   a. Writing clearly and effectively
   b. Speaking clearly and effectively
   c. Thinking critically and analytically
   d. Analyzing numerical and statistical information
   e. Acquiring job- or work-related knowledge and skills
   f. Working effectively with others
   g. Developing or clarifying a personal code of values and ethics
   h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
   i. Solving complex real-world problems
   j. Being an informed and active citizen

19. How would you evaluate your entire educational experience at this institution?
   - Response options: Excellent, Good, Fair, Poor

20. If you could start over again, would you go to the same institution you are now attending?
   - Response options: Definitely yes, Probably yes, Probably no, Definitely no

21. Do you intend to return to this institution next year? [Only non-seniors receive this question]
   - Response options: Yes, No, Not sure

22. To what extent have the faculty and staff at your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic?
   - Response options: Very much, Quite a bit, Some, Very little

23a. How many majors do you plan to complete? (Do not count minors.)
   - Response options: One, More than one

23b. [If answered “One”] Please enter your major or expected major: [Text box]

23c. [If answered “More than one”] Please enter up to two majors or expected majors (do not enter minors): [Text box]

24. What is your class level?
   - Response options: Freshman/first-year, Sophomore, Junior, Senior, Unclassified
25. What types of courses have you taken at this institution this current school year?
   - Response options: Mostly in-person courses, Mostly remote courses (online, web-based, Zoom, etc.), Mostly hybrid or blended courses that combine in-person and remote instruction, A balanced mix of the above course types

26. What have most of your grades been up to now at this institution?
   - Response options: A, A-, B+, B, B-, C+, C, C- or lower

27. Did you begin college at this institution or elsewhere?
   Response options: Started here, Started elsewhere

28. Since graduating from high school, which of the following types of schools have you attended other than the one you are now attending? (Select all that apply.)
   - Response options: Vocational or technical school, Community or junior college, 4-year college or university other than this one, None, Other

29. What is the highest level of education you ever expect to complete?
   - Response options: Some college but less than a bachelor’s degree, Bachelor’s degree (B.A., B.S., etc.), Master’s degree (M.A., M.S., etc.), Doctoral or professional degree (Ph.D., J.D., M.D., etc.)

30. What is the highest level of education completed by either of your parents (or those who raised you)?
   - Response options: Did not finish high school, High school diploma or G.E.D., Attended college but did not complete degree, Associate’s degree (A.A., A.S., etc.), Bachelor’s degree (B.A., B.S., etc.), Master’s degree (M.A., M.S., etc.), Doctoral or professional degree (Ph.D., J.D., M.D., etc.)

31. What is your gender identity?
   - Response options: Man; Woman; Another gender identity, please specify: __ ; I prefer not to respond

32a. Are you an international student?
   - Response options: Yes, No
32b. [If answered “yes”] What is your country of citizenship?

33. How would you describe yourself? (Select all that apply.)
   - Response options: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latina/o, Middle Eastern or North African, Native Hawaiian or Other Pacific Islander, White, Another race or ethnicity, I prefer not to respond

34. Are you a member of a social fraternity or sorority?
   - Response options: Yes, No

35. Which of the following best describes where you are living while attending college?
   - Response options: Campus housing (other than a fraternity or sorority house), Fraternity or sorority house, House, apartment, or other residence within walking distance to campus, House, apartment, or other residence farther than walking distance to campus, Not applicable: No campus, entirely online program, etc., Not applicable: Homeless or in transition

36. Are you a student-athlete on a team sponsored by your institution’s athletics department?
   - Response options: Yes, No

37. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?
   - Response options: Yes, No
38a. Do you have a disability or condition that impacts your learning, working, or living activities?

- Response options: Yes, No, I prefer not to respond

38b. [If answered “yes”] Which of the following impacts your learning, working, or living activities? (Select all that apply.)

- Response options: **Sensory disability:** Blind or low vision; Deaf or hard of hearing **Physical disability:** Mobility condition that affects walking; Mobility condition that does not affect walking; Speech or communication disorder; Traumatic or acquired brain injury (TBI); **Mental health or developmental disability:** Anxiety; Attention deficit or hyperactivity disorder (ADD or ADHD); Autism spectrum; Depression; Post-Traumatic Stress Disorder (PTSD); Another mental health or developmental disability (schizophrenia, eating disorder, etc.) **Another disability or condition:** Chronic medical condition (asthma, diabetes, Crohn’s disease, etc.); Learning disability; Intellectual disability; Disability or condition not listed

39. Which of the following best describes your sexual orientation?

- Response options: Straight (heterosexual); Bisexual; Gay; Lesbian; Queer; Questioning or unsure; Another sexual orientation, please specify: __; I prefer not to respond

40. Prompt for Open-Ended Comments (Institutions select one of four questions for the end of the NSSE questionnaire or writes their own question.)

- If you have any additional comments or feedback that you’d like to share on the quality of your educational experience, please enter them below.
- What has been most satisfying about your experience so far at this institution, and what has been most disappointing?
- Please describe the most significant learning experience you have had so far at this institution.
- What one change would most improve the educational experience at this institution, and what one thing should not be changed?
- ISU custom question.
Consent Form

WHAT THIS SURVEY IS ABOUT

You are invited to answer a series of questions about your college experiences by completing the National Survey of Student Engagement (NSSE). Information from this survey is used by faculty and administrators at your school to improve the undergraduate experience and by other higher education leaders and researchers.

After reading the information on this page, if you agree to take part in this survey, click the "Proceed to the Survey" button below.

SURVEY PARTICIPANTS

Survey participants are primarily first-year and senior bachelor’s degree-seeking students at your school as well as other colleges and universities.

TAKING THE SURVEY

The survey asks you about your college experiences, how you spend your time, what you have gained from college, and your interactions with peers, faculty, and others. Filling out the questionnaire takes about [insert time estimate] minutes. Your participation is completely voluntary. Getting participation or not completing the survey will not result in any penalty or loss of benefits.

SURVEY PARTNERS

This survey is conducted in a partnership between your school and the Indiana University Center for Postsecondary Research. The Center will send your survey responses to your school for institutional assessment, improvement, and research.

CONFIDENTIALITY

Your school and the Center will make every effort to keep your responses confidential, although absolute confidentiality cannot be guaranteed. Neither your college nor the Center will make any public release of information associated with your name while using survey results and related student reports for their intended purpose (to improve the college experience and conduct research), but personally identifiable responses may be inspected by college and government organizations when required by law.

FURTHER INFORMATION

If you have any questions at any time about the study or the procedures, you may contact the National Survey of Student Engagement at nssaresearch@indiana.edu or by calling 812-855-5828.

For questions about your rights as a research participant or to discuss problems, complaints, or concerns about a research study, or to obtain information or offer input, contact the Indiana University Human Subjects Office by phone at 812-855-4545 or by email at irbinfo@iu.edu.

Proceed to the Survey

I Decline to Participate

IRB Approval Date: April 10, 2018 | Study ID: 1700000070
Appendix B. Branded Image

TIME FOR NSSE
OPENS MARCH 22

First-year and senior students: tell us about your interactions with faculty, involvement in campus activities, and perceptions of learning and belonging by taking the NSSE survey.

Those who participate by April 16 will be entered to win prizes.

A $20 Amazon gift card (50 awarded)  An iPad Pro (3 awarded)  An Oculus Quest (3 awarded)

Check your ilstu.edu email to find the survey link.

Survey closes on May xx.
*Survey only open to first-year students and seniors.

NSSE national survey of student engagement  ILLINOIS STATE UNIVERSITY

This document is available in alternative formats upon request by contacting the Office of Student Research at (309) 438-9787. An equal opportunity/equal access university. Encouraging diversity. 33-29160, printed on recycled paper.
Appendix C. Faculty / Staff NSSE Info Sheet

ISU is administering the NSSE survey in spring 2023

You can create awareness of the NSSE by sharing the presentation slide in your class and encouraging students to check their email for the NSSE starting March 22 through April 16. Please read the guidelines below.

The National Survey of Student Engagement ("NESSIE") measures student engagement. It asks students to report what they have learned, interactions with faculty and staff and sense of belonging.

GUIDELINES

- The NSSE is optional – students do not have to complete the NSSE and can opt out at any time.
- Students are not required to complete the NSSE as part of their academic work.
- Instructors do not have access to identifiable survey responses.
- Responses to NSSE are confidential and only shared in summary formats.

HOW NSSE RESULTS ARE USED

- Improving curricular & co-curricular student experiences.
- Departmental and program reports.*
- Mapping results to general education and strategic planning.
- Faculty & student research opportunities.
- Qualitative analysis of open-ended question.
- Accreditation and reporting.
- Historical NSSE results available online.

*Depending on the number of responses

The NSSE survey is administered by the Indiana University Center for Postsecondary Research. 449 colleges and universities participated in NSSE in 2022. Nearly 1,700 colleges and universities have participated in NSSE since 2000. Contact Ryan Smith, Director of University Assessment Services, rsmith@isu.edu
Appendix D. NSSE Slide

PPT

NSSE results are used to improve your college experience.

The NSSE is optional – students do not have to complete the NSSE and can opt out at any time.

Students are not required to complete the NSSE as part of their academic work.

Instructors do not have access to identifiable survey responses.

Responses to NSSE are confidential and only shared in summary formats.

The NSSE survey is administered by the Indiana University Center for Postsecondary Research. 469 colleges and universities participated in NSSE in 2023. Nearly 8,700 colleges and universities have participated in NSSE since 2000. Contact Ryan Smith, Director of University Assessment Services, rsmith1@isu.edu

Keynote

NSSE results are used to improve your college experience.

The NSSE is optional – students do not have to complete the NSSE and can opt out at any time.

Students are not required to complete the NSSE as part of their academic work.

Instructors do not have access to identifiable survey responses.

Responses to NSSE are confidential and only shared in summary formats.

The NSSE survey is administered by the Indiana University Center for Postsecondary Research. 469 colleges and universities participated in NSSE in 2023. Nearly 8,700 colleges and universities have participated in NSSE since 2000. Contact Ryan Smith, Director of University Assessment Services, rsmith1@isu.edu
Appendix E. News Story

NSSE Spotted! First-year students and seniors are invited to take the NSSE Survey in March

Illinois State University wants to improve your educational experience, and you can help by completing the National Survey of Student Engagement (NSSE).

All first-year and senior students who complete the NSSE survey by April 16, 2023 will be entered into a drawing for one of 50 $20 Amazon gift cards, one of three iPad Minis and one of three Oculus Quests.

"Survey results will be used to improve student academic and co-curricular experiences," said Dr. Amy Hudn, associate vice president for undergraduate education and professor in the School of Kinesiology & Recreation. "Gathering student feedback about what they have learned during their time at ISU, their sense of belonging, and how they spend their time is critical in planning and implementing student success initiatives."

NSSE results will be provided to academic departments, depending on response rates. Results will also inform general education, strategic planning and accreditation.

There could also be research opportunities for faculty, staff and undergraduates using NSSE data. "Assessment research is designed to be used," said Ryan Smith, director of university assessment services. "We encourage faculty and staff to use NSSE results to build on strengths in their programs and answer questions they have about student success."

ISU first-year and senior students should look for an email from Dr. Amy Hudn starting March 22. In order to be eligible for one of the incentives, students need to complete the NSSE survey by April 16.

For more information about NSSE and historical findings, visit the ISU NSSE website or contact Ryan Smith, director of university assessment services at rmsmith@ilstu.edu.

http://news.illinoisstate.edu/university-news/

Article sponsor: J. Gee
First-year students and seniors: Look out for NSSE!

By Jim Gee  March 16, 2023

A gentle giant is returning to Illinois State this spring, and she needs help from first-year and senior students.

The National Survey of Student Engagement (NSSE) provides important information used to improve learning and student experiences on campus. All first-year and senior students who complete the NSSE survey by April 15, 2023 will be entered into a drawing for one of 50 $50 Amazon gift cards, one of three iPad Minis, or one of three Oculus Quests.

Students should look for an email from Dr. Amy Hudnall, associate vice president for undergraduate education, starting March 15. This email will include a personalized link to the survey. Gathering student feedback about what they have learned during their time at ISU, their sense of belonging, and how they spend their time is critical in planning and implementing student success initiatives,” said Hudnall.

NSSE results will be provided to academic departments, depending on response rates. Results will also inform general education, strategic planning, and accreditation. There could also be research opportunities for faculty, staff, and undergraduates using NSSE data.

“Assessment research is designed to be used,” said Dr. Ryan Smith, director of university assessment services. “We encourage faculty and staff to use NSSE results to build on strengths in their programs and answer questions they have about student success.”

For more information about NSSE and historical findings, visit the NSSE website or contact Smith at rimming@illinoisstate.edu.

Appendix F. Reggienet Alert

First year and senior students will receive an invitation to participate in the National Survey of Student Engagement (NSSE) beginning March 22. Eligible students who complete the survey by April 16, 2023, will be entered into a drawing for one of 50 Amazon gift cards (worth $20), one of three iPad Minis, or one of three Oculus Quests.

Appendix G. Redbird Bot

“Tell us about your ISU experience by taking the NSSE survey in your email by April 16. Data will improve ISU. Select students will be eligible for prizes 😊!”

Contact: Sally Nadeau, Registrar, sanadea@ilstu.edu
### Appendix H. Collaboration meeting archive

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<thead>
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<th>Topic</th>
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Appendix I. Messages
Note: This is the official repository of NSSE messages. Copy and paste any updates into the NSSE message document (messages folder).
Last update: February 10, 2023

Message 1: Wednesday, March 22, 2023
From: nsse@nssesurvey.org
From Name: Amy R. Hurd, Ph.D.
Subject: Please help ISU by completing NSSE

Dear [first name]:

At Illinois State University we want our students to have the best educational experience possible. The National Survey of Student Engagement (NSSE) helps by providing vital information about activities in and out of the classroom.

Your participation is critical, so I hope you will complete NSSE—an opportunity only available to first-year and senior students.

In appreciation for participating, students who complete the survey by Sunday, April 16, 2023 will be automatically entered in a random drawing to win 1 of 3 iPad Pros work approximately $750, 1 of 3 Oculus Quest 2s worth approximately $400, or 1 of 50 $20 Amazon gift cards.

Take the Survey (link)

Your chances of winning depend on how many complete the survey. The last time we administered this survey about 666 students responded. Recipients of awards may be required to complete a Participant Research Form. More information is included at the bottom of this email message.

For help with logging into the survey or to find answers to a variety of other questions, please go to: https://nssesurvey.org/contact/{loginid}/{contact}. More information about NSSE is at nsse.indiana.edu. If you have other questions, please contact Ryan Smith, Director of University Assessment at rlsmith@ilstu.edu or 309-438-2163. If you have any questions about your rights as a participant, or if you feel you have been placed at risk, contact the Illinois State University Research Ethics & Compliance Office at (309) 438-5527 or IRB@ilstu.edu.

Thank you in advance for taking a few moments to reflect on your experiences and help us strengthen ISU!

Sincerely,

Amy R. Hurd, Ph.D.
Associate Vice President for Undergraduate Education
Professor, School of Kinesiology & Recreation

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You are ineligible to participate if you are currently within the European Economic Area. After your data has been deidentified, your data may be used in other research projects. Your identifiable data that is housed at IU will only be shared with other researchers/institutions in a confidential manner.

The IRS may consider incentive payments to be taxable compensation. Recipients of a research participant incentive payment may want to consult with their personal tax advisor for advice regarding the participant’s situation. In order to receive the compensation in the amount of $20, the researcher will keep a log of who has received compensation. This information will be kept entirely separate from the research data and will be securely stored by the researcher for audit purposes only. In order to receive compensation above $25 for participating in this study, you must complete a participant receipt form. These forms are used to meet federal reporting guidelines, but will be handled only by University employees who have signed confidentiality agreements and who will ensure the information is handled in a secure manner. No research data will be associated with these forms. You may participate in this study without compensation if you do not wish to complete this form. Incentive recipients of physical merchandise will be asked to physically pick up merchandise from University Assessment Services in 308 Kingsley or another public location on campus (Starbucks in the Bone Student Center, Milner Library lobby, etc.). The University Assessment Administrative Aide will contact the award recipient and arrange for a time to meet the recipient and give them the award. Award recipients will be required to sign a participant receipt form (PRF) providing evidence they did receive the merchandise. The award will not be provided to the student unless they complete and sign the form. In the event an award recipient is not on campus (online, out of state, internationally abroad, etc.) and cannot physically pick up merchandise on the ISU campus, recipients will be asked to complete the PRF online. Individuals randomly selected for the gift cards will be notified electronically. Gift cards will be delivered electronically via email.

Any participant also has the opportunity to participate in the study without accepting the research incentive payment. In order to receive compensation for participating in this study, you must complete a participant receipt form. These forms are used to meet federal reporting guidelines, but will be handled only by trained and qualified university personnel. No research data will be associated with these forms. You may participate in this study without compensation if you do not wish to complete this form. The PRF form is available on the ISU website here: https://research.illinoisstate.edu/ethics/human-subjects/payments/

We do not anticipate any risks beyond those that would occur in everyday life. To reduce risks, ISU will take all precautions to keep the responses confidential and that no information associated with students’ names will be released publicly. Results will be reported in summary format only. The foreseeable psychological risks are very slight emotional distress or anxiety because students will be asked to think about and respond to items related to their participation in programs and activities provided by the university. The foreseeable social risk is loss of confidentiality because identifying information will be included in the raw data file with students’ responses. Risks from loss of confidentiality may include risk to reputation, preservation of personal dignity, mental stress, labeling or loss of privacy. Loss of confidentiality risks are the same as academic records risk. We will use all reasonable efforts to keep any provided personal information confidential. Only the principal investigators associated with this study will have access to the study results. Researchers will follow institutional and IRB protocols for security using data. Data will be downloaded to the principal investigators’ ISU drive. This can only be accessed by the principal investigator and using their
appropriate ISU credentials. Information that may identify you or potentially lead to reidentification will not be released to individuals that are not on the research team. This information will be used for program improvement only, not for generalizable research. However, when required by law or university policy, identifying information may be seen or copied by authorized individuals. Your ULID will be matched with university records and analyzed by the research team associated with this study and ISU’s Enterprise Data Analytics (EDA) team for further research covered under the scope of this project. Summary-level results will be shared with campus partners in a variety of venues, such as meetings and presentations. Summary level analyses could also be used in external publications and presentations. Visual analytics in Power BI will be created for consumption by internal ISU employees with specific permission. Visual analytic data will be presented in summary format only. Survey data could be matched to demographic and academic records for the remainder of your time at ISU. Examples of academic and demographic information include grade point average, academic program, or native/transfer status.

If you do not wish to participate in this study, please click on the survey link and select the button marked “I do not wish to participate.”
Message 2: Tuesday, March 28, 2023
From: nsse@nssesurvey.org
From Name: Amy R. Hurd, Ph.D.
Subject: Please take the time to help ISU

Hi, [first name]:

Have you heard about the National Survey of Student Engagement (NSSE)? Other students from ISU have already taken a few minutes to complete the survey, but we haven't yet heard from you. ISU uses your feedback to improve your college experience inside and outside of the classroom.

In appreciation for participating, students who complete the survey by Sunday, April 16, 2023 will be automatically entered in a random drawing to win 1 of 3 iPad Pros work approximately $750, 1 of 3 Oculus Quest 2s worth approximately $400, or 1 of 50 $20 Amazon gift cards.

Take the Survey (link)

Your chances of winning depend on how many complete the survey. The last time we administered this survey about 666 students responded. Recipients of awards may be required to complete a Participant Research Form. More information is included at the bottom of this email message.

For help with logging into the survey or to find answers to a variety of other questions, please go to: https://nssesurvey.org/contact/{loginid}/{contact}. More information about NSSE is at nsse.indiana.edu. If you have other questions, please contact Ryan Smith, Director of University Assessment at rsmith@ilstu.edu or 309-438-2163. If you have any questions about your rights as a participant, or if you feel you have been placed at risk, contact the Illinois State University Research Ethics & Compliance Office at (309) 438-5527 or IRB@ilstu.edu.

Thank you in advance for taking the time to make ISU the best it can be!

Sincerely,

Amy R. Hurd, Ph.D.
Associate Vice President for Undergraduate Education
Professor, School of Kinesiology & Recreation

-----------------------------------
You are ineligible to participate if you are currently within the European Economic Area. After your data has been deidentified, your data may be used in other research projects. Your identifiable data that is housed at IU will only be shared with other researchers/institutions in a confidential manner.

The IRS may consider incentive payments to be taxable compensation. Recipients of a research participant incentive payment may want to consult with their personal tax advisor for advice regarding the participant’s situation. In order to receive the compensation in the amount of $20, the researcher
will keep a log of who has received compensation. This information will be kept entirely separate from
the research data and will be securely stored by the researcher for audit purposes only. In order to
receive compensation above $25 for participating in this study, you must complete a participant receipt
form. These forms are used to meet federal reporting guidelines, but will be handled only by University
employees who have signed confidentiality agreements and who will ensure the information is handled
in a secure manner. No research data will be associated with these forms. You may participate in this
study without compensation if you do not wish to complete this form. Incentive recipients of physical
merchandise will be asked to physically pick up merchandise from University Assessment Services in
308 Kingsley or another public location on campus (Starbucks in the Bone Student Center, Milner
Library lobby, etc.). The University Assessment Administrative Aide will contact the award recipient
and arrange for a time to meet the recipient and give them the award. Award recipients will be
required to sign a participant receipt form (PRF) providing evidence they did receive the merchandise.
The award will not be provided to the student unless they complete and sign the form. In the event an
award recipient is not on campus (online, out of state, internationally abroad, etc.) and cannot
physically pick up merchandise on the ISU campus, recipients will be asked to complete the PRF online.
Individuals randomly selected for the gift cards will be notified electronically. Gift cards will be delivered
electronically via email.

Any participant also has the opportunity to participate in the study without accepting the research
incentive payment. In order to receive compensation for participating in this study, you must complete
a participant receipt form. These forms are used to meet federal reporting guidelines, but will be
handled only by trained and qualified university personnel. No research data will be associated with
these forms. You may participate in this study without compensation if you do not wish to complete
this form. The PRF form is available on the ISU website here:
https://research.illinoisstate.edu/ethics/human-subjects/payments/

We do not anticipate any risks beyond those that would occur in everyday life. To reduce risks, ISU will
take all precautions to keep the responses confidential and that no information associated with
students’ names will be released publicly. Results will be reported in summary format only. The
foreseeable psychological risks are very slight emotional distress or anxiety because students will be
asked to think about and respond to items related to their participation in programs and activities
provided by the university. The foreseeable social risk is loss of confidentiality because identifying
information will be included in the raw data file with students’ responses. Risks from loss of
confidentiality may include risk to reputation, preservation of personal dignity, mental stress, labeling
or loss of privacy. Loss of confidentiality risks are the same as academic records risk. We will use all
reasonable efforts to keep any provided personal information confidential. Only the principal
investigators associated with this study will have access to the study results. Researchers will follow
institutional and IRB protocols for security using data. Data will be downloaded to the principal
investigators’ ISU drive. This can only be accessed by the principal investigator and using their
appropriate ISU credentials. Information that may identify you or potentially lead to reidentification will
not be released to individuals that are not on the research team. This information will be used for
program improvement only, not for generalizable research. However, when required by law or
university policy, identifying information may be seen or copied by authorized individuals. Your ULID
will be matched with university records and analyzed by the research team associated with this study
and ISU’s Enterprise Data Analytics (EDA) team for further research covered under the scope of this
project. Summary-level results will be shared with campus partners in a variety of venues, such as
meetings and presentations. Summary level analyses could also be used in external publications and presentations. Visual analytics in Power BI will be created for consumption by internal ISU employees with specific permission. Visual analytic data will be presented in summary format only. Survey data could be matched to demographic and academic records for the remainder of your time at ISU. Examples of academic and demographic information include grade point average, academic program, or native/transfer status.

If you do not wish to participate in this study, please click on the survey link and select the button marked “I do not wish to participate.”
Message 3: Monday, April 3, 2023
From: nsse@nssesurvey.org
From Name: Amy R. Hurd, Ph.D.
Subject: Please help ISU by completing NSSE

Hi, [first name]:

We are reaching out again to ask you to please take a few minutes to tell us about your experiences at ISU by completing the National Survey of Student Engagement (NSSE).

ISU uses this information to improve your academic and out of class experiences, so your feedback is very important.

In appreciation for participating, students who complete the survey by Sunday, April 16, 2023 will be automatically entered in a random drawing to win 1 of 3 iPad Pros work approximately $750, 1 of 3 Oculus Quest 2s worth approximately $400, or 1 of 50 $20 Amazon gift cards.

Take the Survey (link)

Your chances of winning depend on how many complete the survey. The last time we administered this survey about 666 students responded. Recipients of awards may be required to complete a Participant Research Form. More information is included at the bottom of this email message.

For help with logging into the survey or to find answers to a variety of other questions, please go to: https://nssesurvey.org/contact/[loginid]/[contact]. More information about NSSE is at nsse.indiana.edu. If you have other questions, please contact Ryan Smith, Director of University Assessment at rsmith@ilstu.edu or 309-438-2163. If you have any questions about your rights as a participant, or if you feel you have been placed at risk, contact the Illinois State University Research Ethics & Compliance Office at (309) 438-5527 or IRB@ilstu.edu.

Thank you in advance for taking the time to help ISU!

Sincerely,

Amy R. Hurd, Ph.D.
Associate Vice President for Undergraduate Education
Professor, School of Kinesiology & Recreation

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You are ineligible to participate if you are currently within the European Economic Area. After your data has been deidentified, your data may be used in other research projects. Your identifiable data that is housed at IU will only be shared with other researchers/institutions in a confidential manner.
The IRS may consider incentive payments to be taxable compensation. Recipients of a research participant incentive payment may want to consult with their personal tax advisor for advice regarding the participant’s situation. In order to receive the compensation in the amount of $20, the researcher will keep a log of who has received compensation. This information will be kept entirely separate from the research data and will be securely stored by the researcher for audit purposes only. In order to receive compensation above $25 for participating in this study, you must complete a participant receipt form. These forms are used to meet federal reporting guidelines, but will be handled only by University employees who have signed confidentiality agreements and who will ensure the information is handled in a secure manner. No research data will be associated with these forms. You may participate in this study without compensation if you do not wish to complete this form. Incentive recipients of physical merchandise will be asked to physically pick up merchandise from University Assessment Services in 308 Kingsley or another public location on campus (Starbucks in the Bone Student Center, Milner Library lobby, etc.). The University Assessment Administrative Aide will contact the award recipient and arrange for a time to meet the recipient and give them the award. Award recipients will be required to sign a participant receipt form (PRF) providing evidence they did receive the merchandise. The award will not be provided to the student unless they complete and sign the form. In the event an award recipient is not on campus (online, out of state, internationally abroad, etc.) and cannot physically pick up merchandise on the ISU campus, recipients will be asked to complete the PRF online. Individuals randomly selected for the gift cards will be notified electronically. Gift cards will be delivered electronically via email.

Any participant also has the opportunity to participate in the study without accepting the research incentive payment. In order to receive compensation for participating in this study, you must complete a participant receipt form. These forms are used to meet federal reporting guidelines, but will be handled only by trained and qualified university personnel. No research data will be associated with these forms. You may participate in this study without compensation if you do not wish to complete this form. The PRF form is available on the ISU website here: https://research.illinoisstate.edu/ethics/human-subjects/payments/

We do not anticipate any risks beyond those that would occur in everyday life. To reduce risks, ISU will take all precautions to keep the responses confidential and that no information associated with students’ names will be released publicly. Results will be reported in summary format only. The foreseeable psychological risks are very slight emotional distress or anxiety because students will be asked to think about and respond to items related to their participation in programs and activities provided by the university. The foreseeable social risk is loss of confidentiality because identifying information will be included in the raw data file with students’ responses. Risks from loss of confidentiality may include risk to reputation, preservation of personal dignity, mental stress, labeling or loss of privacy. Loss of confidentiality risks are the same as academic records risk. We will use all reasonable efforts to keep any provided personal information confidential. Only the principal investigators associated with this study will have access to the study results. Researchers will follow institutional and IRB protocols for security using data. Data will be downloaded to the principal investigators’ ISU drive. This can only be accessed by the principal investigator and using their appropriate ISU credentials. Information that may identify you or potentially lead to reidentification will not be released to individuals that are not on the research team. This information will be used for program improvement only, not for generalizable research. However, when required by law or university policy, identifying information may be seen or copied by authorized individuals. Your ULID
will be matched with university records and analyzed by the research team associated with this study and ISU's Enterprise Data Analytics (EDA) team for further research covered under the scope of this project. Summary-level results will be shared with campus partners in a variety of venues, such as meetings and presentations. Summary level analyses could also be used in external publications and presentations. Visual analytics in Power BI will be created for consumption by internal ISU employees with specific permission. Visual analytic data will be presented in summary format only. Survey data could be matched to demographic and academic records for the remainder of your time at ISU. Examples of academic and demographic information include grade point average, academic program, or native/transfer status.
If you do not wish to participate in this study, please click on the survey link and select the button marked “I do not wish to participate.”
Message 4: Thursday, April 6
From: nsse@nssesurvey.org
From Name: Amy R. Hurd, Ph.D.
Subject: Can you please help ISU?

Hi, [first name]:

ISU depends on feedback from students like you. We use your feedback to improve your college experience. We ask you complete the NSSE. The survey is conveniently designed for mobile devices as well as desktop computers for smooth and easy completion.

In appreciation for participating, students who complete the survey by Sunday, April 16, 2023 will be automatically entered in a random drawing to win 1 of 3 iPad Pros work approximately $750, 1 of 3 Oculus Quest 2s worth approximately $400, or 1 of 50 $20 Amazon gift cards.

Take the Survey (link)

Your chances of winning depend on how many complete the survey. The last time we administered this survey about 666 students responded. Recipients of awards may be required to complete a Participant Research Form. More information is included at the bottom of this email message.

For help with logging into the survey or to find answers to a variety of other questions, please go to: https://nssesurvey.org/contact/{loginid}/[contact]. More information about NSSE is at nsse.indiana.edu. If you have other questions, please contact Ryan Smith, Director of University Assessment at rsmith@ilstu.edu or 309-438-2163. If you have any questions about your rights as a participant, or if you feel you have been placed at risk, contact the Illinois State University Research Ethics & Compliance Office at (309) 438-5527 or IRB@ilstu.edu.

Thank you in advance for taking the time to help ISU!

Sincerely,

Amy R. Hurd, Ph.D.
Associate Vice President for Undergraduate Education
Professor, School of Kinesiology & Recreation

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You are ineligible to participate if you are currently within the European Economic Area. After your data has been deidentified, your data may be used in other research projects. Your identifiable data that is housed at IU will only be shared with other researchers/institutions in a confidential manner.

The IRS may consider incentive payments to be taxable compensation. Recipients of a research participant incentive payment may want to consult with their personal tax advisor for advice regarding the participant’s situation. In order to receive the compensation in the amount of $20, the researcher
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If you do not wish to participate in this study, please click on the survey link and select the button marked “I do not wish to participate.”
Message 5: Tuesday, April 11, 2023
From: nsse@nssesurvey.org
From Name: Amy R. Hurd, Ph.D.
Subject: Last chance to give ISU your feedback on the NSSE

Hi, [first name]:

Before this opportunity passes, we want to ask one more time for your participation in the National Survey of Student Engagement (NSSE).

ISU uses this information to improve your academic and out of class experiences, so your feedback is very important. The survey is conveniently designed for mobile devices as well as desktop computers for smooth and easy completion.

In appreciation for participating, students who complete the survey by Sunday, April 16, 2023 will be automatically entered in a random drawing to win 1 of 3 iPad Pros work approximately $750, 1 of 3 Oculus Quest 2s worth approximately $400, or 1 of 50 $20 Amazon gif cards.

Take the Survey (link)

Your chances of winning depend on how many complete the survey. The last time we administered this survey about 666 students responded. Recipients of awards may be required to complete a Participant Research Form. More information is included at the bottom of this email message.

For help with logging into the survey or to find answers to a variety of other questions, please go to: https://nssesurvey.org/contact/[loginid][contact]. More information about NSSE is at nsse.indiana.edu. If you have other questions, please contact Ryan Smith, Director of University Assessment at rlsmith@ilstu.edu or 309-438-2163. If you have any questions about your rights as a participant, or if you feel you have been placed at risk, contact the Illinois State University Research Ethics & Compliance Office at (309) 438-5527 or IRB@ilstu.edu.

Thank you in advance for taking the time to help ISU!

With gratitude,

Amy R. Hurd, Ph.D.
Associate Vice President for Undergraduate Education
Professor, School of Kinesiology & Recreation

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If you do not wish to participate in this study, please click on the survey link and select the button marked "I do not wish to participate."
# Appendix J. NSSE Power BI Access List

Last update: 11/4/2022

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Appendix K. Portals & LMS for Recruitment

https://nsse.indiana.edu/nsse/administering-nsse/recruitment-method/using_sp_lms_recruitment.html

Ball State University

[Image of Ball State Blackboard]

University of Northern Iowa

[Image of University of Northern Iowa]

Illinois State University – Page 75 of 83
Appendix L. NSSE Interface Portal

Contacting Students

View additional information on NSSE customization options.

Population File Update

Update your population file to mark students ineligible or to update existing records with revised information (e.g., updated class level, name or email changes, etc.). Students marked ineligible will not be contacted by NSSE, and are removed from response rate calculations. Reminder: new students may not be added to your population at this time, as new spring admits are not included in NSSE.

Update eligibility before your first recruitment message is sent to avoid contacting students that should not be included in the data collection. However, updates can be made at any time so if you forget to update prior to the start of recruitment, you should still update the file to ensure population file accuracy. The deadline to update your population file is May 1.

Update Instructions

Instructions for formatting the Group 1 variable for use in NSSE’s Report Builder — Institution Version

Ready to submit? Use your current population file as a template to prepare your update.

Note: the upload process can take several minutes, depending on the size of your file.

What’s next? Once your file has been submitted review the notification box that appears, as well as the email summary detailing specific updates that have been made. Allow 30 minutes for email delivery. Both the feedback displayed on the Interface and within the email summary should be reviewed carefully.

Schools Posting Survey Links in Student Portal: Updating Links for Ineligible Students

If students are marked ineligible after survey links are posted, survey links should be manually removed from the student portal/LMS on your campus, unless you previously established an API connection with NSSE’s servers.

Recruitment Schedule

Message 1: Wednesday, March 22
Message 2: Tuesday, March 28
Message 3: Monday, April 3
Message 4: Thursday, April 6
Message 5: Tuesday, April 11

The online survey in NSSE 2023 closes on May 14.

Incentive

Incentive text submitted and approved. For additional information about incentives see NSSE’s Survey Incentive FAQ.

In appreciation for participating, students who complete the survey by Sunday, April 16, 2023 will be automatically entered in a random drawing to win 1 of 3 iPad Pros worth approximately $700 each, 1 of 3 Oculus Quest 2s worth approximately $400, or 1 of 50 $20 Amazon gift cards. Your chances of winning depend on how many complete the survey. The last time we administered this survey about 556 students responded.

Recruitment Messages (Email)

Up to 9 recruitment messages are sent to students.

By default, NSSE staff will send 5 recruitment messages to all students. Institutions also have the option to send up to 3 additional messages from their campus. All messages can be customized, but must use NSSE’s IRB pre-approved templates.

Message customization is now closed; you may view preliminary message text by clicking on each message type below. NSSE staff are currently reviewing message content, including incentive text when applicable. Final approved messages will be available to view before the start of your administration.

Message 1
Message 2
Message 3
Message 4
Message 5

Additional Messages (Optional)

Institutions may send up to three additional recruitment messages to students from their own campus. These additional messages can be sent at any point before, during, or after the five messages sent by NSSE before the survey closes on May 15. Additional details:

• Use the IRB approved template to create additional messages. You may customize all sections except those that are highlighted.
• Messages sent from your campus will not include the unique personalized survey links for each student; instead students are directed to nssse.org where they can log in to the survey after completing an easy, one-step verification process.
• A disposition file will be available on the Institution Interface after data collection begins. Use this to identify non-respondents to create your mailing list. If sending a pre-survey announcement before the disposition file is available, simply download the population file to create your mailing list instead.
• Consult NSSE’s Dos and Don’ts document for customization guidelines.
• If you are offering an incentive, be sure to include the incentive text submitted to NSSE in additional messages too, per IRB guidelines.

Indicate whether you will send additional messages from your campus:

☐ My campus will send additional messages.
Student Portal & LMS Recruitment
You will not add survey links to your portal/LMS.

Customizing NSSE
Consortia
None selected

Topical Modules
None selected

Student Comments Prompt
You have selected the following for the open-ended student comment question at the end of this survey:
What one change would most improve the educational experience at this institution, and what one thing should not be changed?

Institution Logo
School logo (uploaded December 2 by Crystal Sayer)
Click here to see a preview of your logo as it will appear on the Informed Consent page of the online survey.

Technology & Other Resources
Ensuring Successful Message Delivery
It is critically important that you coordinate with IT staff well in advance of spring recruitment to ensure successful email delivery. NSSE’s IP addresses should be added to your “whitelist”, whether your student email system is managed locally or outsourced to a commercial provider (e.g., Google or Microsoft). We also recommend that IT staff monitor message delivery closely to ensure messages are not marked as spam, or flagged in any way that otherwise prevents delivery or causes the recipient to question whether the email is legitimate (i.e., phishing).

Please review and share NSSE’s Preparing IT Environment document with IT staff along with your recruitment schedule.

The use of commercial providers is increasingly common, and NSSE staff want to better understand the challenges facing campuses related to technology and survey recruitment. If you know that your campus outsources your campus mail system please tell us which commercial mail provider is used.

Service Provider: [Insert Service Provider]

Promoting NSSE on Campus
Now in NSSE: The Institutional Review Board (IRB) governing NSSE requires greater oversight of language used in promotional material by NSSE participants. In response, NSSE now provides a variety of IRB-approved text for use in your campus promotions. This text can be used in any type of promotions (i.e., social media, campus flyer, screening, etc.). The design and layout of promotions are not subject to IRB review and can be tailored according to the customs of your campus.

Promotional materials that do not use IRB-approved language must be uploaded below and will be submitted for IRB review. The upload feature accommodates a variety of document types (i.e., ppt, pdf, etc.).

Visit our website for complete information about using IRB-approved text in your NSSE promotions.

Customized promotional materials must be submitted three weeks in advance of your first recruitment message (see schedule section).

Uploaded custom promotional materials:

Uploaded Custom Promotions

IRB Documents
NSSE IRB Approved Documents

Tips for a Successful Administration
Maximizing Responses Effectively & Ethically
Using Text Messaging in NSSE
Campus Contacts

Campus Project Manager (CPM) (view more information)

Ryan Smith  
University Assessment Services, 308 Kingsley, Campus Box 2500, Normal, IL 61790-0001  
ryan.smith@ilstu.edu  150-943-2163

Campus Administrative Contact (CAC) (view more information)

Derek Hermann  
Program Assessment Officer, Illinois State University, 308 Kingsley, Normal, IL 61790-0001  
djhermann@ilstu.edu  309-438-7325

Auxiliary Campus Contact (ACC) (view more information)

Emma Shuck  
Program Assessment Officer, Illinois State University, 308 Kingsley, Normal, IL 61790-0001  
emshuck@ilstu.edu  150-943-2135

IT Contact (view more information)

Carla Brickel  
Assistant to the Provost, Illinois State University  
cterickel@ilstu.edu  309-438-7525

Billing Contact (view more information)

Emma Shuck  
Program Assessment Officer, Illinois State University, 308 Kingsley, Normal, IL 61790-2500  
emshuck@ilstu.edu  309-438-2135

Executive Contact (view more information)

Ali Yazdjian  
Associate Provost  
Provost Office, 4000 Provost’s Office, Hovey Hall 401N, Normal, IL 61790-1000  
alyazdjian@ilstu.edu  409-438-7018
Appendix M. Response Rates

Potential Reasons for Increased Response Rates

- LMS integration.
- Campus collaboration.
- Incentives.

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<td>Response Rate</td>
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Comparison group is universities with enrollment over 10,000
Appendix N. Resources

- *How college students succeed: Making meaning across disciplinary perspectives*, 2022, N. Bowman
- *Improving student learning at scale: A how-to guide for higher education*, 2021, K. Fulcher & C. Prendegrast
- National Survey of Student Engagement (NSSE) [www](#)
- Student engagement data at ISU [www](#)
- BCSSE dashboard [www](#)

LMS Integration Resources

- Indiana U. NSSE [website](#) with examples from other universities
- Indiana U. NSSE webinar with research on using LMS / portals to increase response rate:
  - PDF
  - Video
## Appendix O. Thank You Letters

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### Appendix F: Previous Annual Report Gallery

Click on image to view reports online

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